



SOCIAL STUDIES

FOR ALL GRADES

Kindergarten; Grades 1, 2, 3:

SOCIAL STUDIES UNITS FOR THE PRIMARY GRADES

Grades 4, 5, 6, 7, 8:

OUR UNITED STATES

OUR GOOD NEIGHBORS

Social Studies Units For the Primary Grades: Suggested study outlines, projects, and activities for 8 of the most frequently used units. This book is 9 x 12 inches in order to give large amounts of space to the fully illustrated projects.

Each unit, in addition to the study outline, contains projects, construction ideas, seatwork, designs, reading charts, games, posters, outline pictures, book covers, and other practical helps.

All of the material is adaptable. It can be arranged for use with older or younger groups of children. All of these outlines are of proved merit — they have appeared in early issues of *Junior Arts and Activities* and have been revised and re-edited especially for this compilation!

Our United States: Study outlines and other material on individual states of the union. Projects, maps, activities, reference data. States included: Alaska, California, District of Columbia, Illinois, Louisiana, Michigan, New York, Ohio, Pennsylvania, Virginia, Washington (state), and Wisconsin.

Our Good Neighbors: A revised edition. Ready-to-use material on Mexico, Central and South America that will save you long hours of hunting for references and planning classroom activities and projects.

Contains study outlines, projects, maps, activities, and reference material. Countries included are Canada, Mexico, Central and South America.

Each of the books is devoted, in large measure, to full-page ideas for classroom activities. All are adaptable. All are suggestive of other, additional projects which may be carried out.

Compiled by the editors and artists of *Junior Arts and Activities*.

Only 75c each postpaid

Our United States and *Our Good Neighbors* may be purchased in combination for only \$1.00 postpaid.

THE JONES PUBLISHING COMPANY

538 SOUTH CLARK STREET

CHICAGO 5, ILLINOIS

Songs...Projects

for every season of the year
in

**YEAR-'ROUND ARTS AND
CRAFTS PROJECTS
and SONGS
FOR EVERY SEASON**

Year-'Round Arts and Crafts Projects is the answer to many of your classroom problems: "Where can I get unit suggestions that are vital and helpful?" "What about projects which utilize materials at hand?" "Where can I find new and different ideas for special events and holidays?" — It is an answer that will save your time, your money, and many hours of research.

This book contains 48 pages of practical suggestions and ideas which may be used as they are, or adapted to meet your special needs. There are abundant, purposeful project ideas, material for every grade and age level from kindergarten to junior high.

Year-'Round Arts and Crafts Projects has been compiled by the editors and artists of *Junior Arts and Activities* to bring you material you want and need in the way you can use it to the best advantage for you and your classes.

ONLY 75c POSTPAID

(Remittance must accompany all orders.)

**SONGS
FOR EVERY SEASON**

is a brand-new compilation of simple songs for little people—kindergarten and grades 1, 2, and 3.

These songs, which have been reprinted from past issues of *Junior Arts and Activities*, make an excellent addition to your music library. The words are such as young children can understand and enjoy. The rhythm patterns are pronounced and pleasing to children. The melodies are ones that children like to sing and are able to sing.

Each song is complete on one page and the music is clear and easy to read. No extensive musical background is necessary in order to play the simple accompaniments on the piano.

In many cases the rhythm patterns are so pronounced that the children are able to devise arrangements for their rhythm bands.

ONLY 75c POSTPAID

(Remittance must accompany all orders.)

The JONES PUBLISHING CO.
538 S. CLARK ST. CHICAGO 5, ILL.

ts

ND

N

crafts
y of
here
are
about
s at
and
ents
ower
our
rch.
o of
leas
or
eds.
eful
very
der.

afts
the
Arts
rial
you
for

ers.)

im-
ler-

re-
ior
cel-
ry.
hil-
oy.
ro-
ren.
ren

one
nd
cal
to
on

at-
the
ge-

rs.)

O.
ILL

The
Jan
Each
your
In a
enst

To
and
we h
an
staff,
Activ
Ad
Arts
Chic

Dea
M
ottan
clas
is b
TI
and
cap
TI

In
oper
more
lish
rectl

S

S

Jan
elem
wan
acti
ques
relat
able
and

We
part
teac

It r
neces
to y
your

Mak
sible
teach
math
prep

Writ

Jun
538 2

January

THE LETTER BOX

This department is calculated to add to Junior Arts and Activities' usefulness to you. Each month we shall answer as many of your questions as possible in these columns. In addition, each question received will be answered by a personal letter.

To give you the benefit of the knowledge and opinions of more than one individual, we have planned that your questions will be answered by different individuals on our staff, including the editor of Junior Arts and Activities.

Address all questions to the Editor, Junior Arts and Activities, 538 South Clark Street, Chicago 5, Illinois.

Dear Editor:

May I ask for suggestions for operettas to be used in an eighth-grade class of 35? About half of the class is boys and half girls.

This is an exceptionally good class and there are a number of students capable of taking lead roles.

Thank you.

H. B., South Dakota

Instead of recommending any specific operetta, I believe that you will receive more benefit by writing to the publishers listed below and inquiring directly from them what material they

have to offer. Tell them the number of pupils in your class, the grade, and what general range of ability they have.

T. S. Denison & Co., 623 S. Wabash Ave., Chicago

C. C. Birchard & Co., 221 Columbus Ave., Boston

Ginn & Company, 70 Fifth Ave., New York

Hall & McCreary, 434 S. Wabash, Chicago 6

A. Flanagan Co., 320 W. Ohio, Chicago

Kenworthy Educational Service, Buffalo 3

Silver Burdett Co., 221 E. 20, Chicago 16

Clayton F. Summy Co., 235 S. Wabash, Chicago

American Book Co., 88 Lexington Ave., New York 16

Dear Editor:

Can you give me any information about large building blocks—the type with which the children can build a house big enough to play in?

I do not know what companies might offer this type of block. There

is a possibility that we could have them made, but I need some guidance as to what sizes have proved most effective in actual use.

F. L., Ohio

Authorities say that blocks of various sizes should be used in the construction of houses, big ones, of course, predominating in this activity.

Blocks should be grooved so that they may be fitted into each other thus providing a sturdy structure.

Several companies specialize in making blocks specifically for building houses, trains, and the like, large enough for children to play in. The sizes range from 3 x 3 x 1 1/4 inches to 36 x 3 x 3 1/4 inches.

Here are the names of several companies. I suggest that you write them for complete information about prices and quantities.

The Schoenhut Toy Company, Philadelphia, Pennsylvania

Potomac Engineering Co., 664 N. Michigan Ave., Chicago 11

Fox Blocks Co., 164 W. 35 St., Los Angeles.

(Continued on page 46)

SERVICES for SUBSCRIBERS

January is a busy month for all elementary teachers. We know you want to have materials, projects, and activities on hand. Write us your questions about integrations and correlations, sources of materials, suitable books for supplementary reading and reference, programs, and so on.

We have established a separate department for finding the answers to teachers' questions.

It requires about a month to do the necessary research and send a reply to your letter. Write early so that your letter will arrive before the rush.

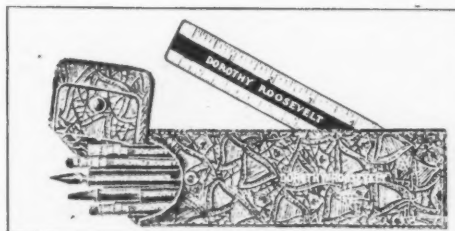
Make all requests as specific as possible. State the grade or grades you teach; give us any additional information you believe will be helpful in preparing the material you wish.

Write to:

The Editor

Junior ARTS & ACTIVITIES
538 S. Clark St. Chicago 5, Ill.

"DE LUXE" PENCIL SET with COIN POCKET



A genuine leather case with a clever little pocket on the flap for loose change. Complete with 4 Hexagonal Pencils, Penholder, and Ruler. Each article is stamped with the same name in gold. All pencils are full 7" long—of standard high quality, No. 2 medium soft, highly polished, with gilt tip and best quality rubber eraser.

\$1.00 COMPLETE POSTPAID

Junior ARTS & ACTIVITIES, 538 S. Clark St., Chicago 5, Ill.

Please ship....."DeLuxe" Pencil Sets per following instructions.

.....sets imprinted.....

letter name carefully—do not write

.....sets imprinted.....

.....sets imprinted.....

I enclose.....in full payment.

Name

Address

City..... Zone..... State.....



Educational Music Magazine and Junior ARTS & ACTIVITIES

Here are two top-flight magazines which have been designed especially for elementary classroom use. Now they are available to you at a combination rate! Two useful, practical magazines at this amazingly low price, available to every elementary teacher.

Educational Music Magazine covers every phase of music education. It presents material of interest to every music teacher in addition to the fact that material covering the several specialized fields in music education is presented. Music teachers and teachers who have music only as a part of their classroom schedule have found *Educational Music Magazine* the right answer to their classroom needs!

Ordered alone *Educational Music Magazine* is \$1.50 per year; \$4.00 for three years!

Junior Arts and Activities is the new leader in professional magazines for elementary teachers. It is the magazine of plans, projects, activities, and correlations for every elementary teacher—kindergarten through junior high school!

Long hours of research and planning are saved by using *Junior Arts and Activities*. Such regular features as "Free and Inexpensive Materials," "Audio-Visual Aids," "Your Bookshelf," "The Letter Box" give concrete help to teachers! In addition, the sections "Things To Do," "Art, Music and Literature," "Stories and Programs," make special planning easy. Units and projects, arts and crafts, correlating and integrating activities — all of these are provided to help you in your work!

When ordered alone, *Junior Arts and Activities* is \$4.00 per year; \$10.00 for three years.

TOGETHER these two magazines are offered at

\$ 5.00 — 1 year

\$12.00 — 3 years

Take advantage of this opportunity to get two up-to-the-minute magazines at this special combination price! Order today.

Circulation Department

Junior Arts & Activities

538 South Clark Street

Chicago 5, Illinois

Please send me *Educational Music Magazine* and *Junior Arts and Activities* at your special combination price of ☐ \$5.00 (1 year) ☐ \$12.00 (3 years).

I enclose \$.....

Name Address

City Zone State

USING PROJECT MATERIAL IN THIS ISSUE

Although principally for use in showing little children the different kinds of homes in which the peoples of the world live, the pictures of "Many Kinds of Homes" (page 8) can serve as models for constructing examples of these homes for children in upper grades.

Also, the children can use these pictures as a basis for discussing what kind of homes they would like to have and why they find them attractive.

In addition to using the "Living at Home—Game" in the classroom, it may also be made as a gift. Such a gift is especially good for exchanging with foreign countries in which the children may have pen pals or in such cases as when entire classes exchange greetings, ideas, and so on with children in other countries.

We also suggest that children and teacher use their own ideas of "living at home" in making up this game. In this way it becomes an integral part of the unit on shelter.

The reading chart (page 10) can be used in correlation with the home unit, or it can be made into a separate project in connection with a reading or literature activity.

Although the doll house on page 11 has been kept relatively simple in order that little children can carry out the project, with a few adaptations it can be used in upper grades. By adding detail to construction and furnishings the more advanced skills of older children can be utilized.

Also, the basic construction of the house may serve as a model for other units when a house is needed—the inside of a colonial home, for example, or when the emphasis is on furnishing a home, and so on.

Your class may not use the unit on "Chocolate and Cocoa" this year, but the illustrations and map can work in several social- and nature-study activities, when considering world products, for example, or different kinds of trees.

Children will enjoy making up their own verses and illustrations in connection with the unit "It's Fun to be

Thrifty." The ones which we have given on page 16 are merely suggestive of what might be done.

Even if the entire unit is not used, the verses and seatwork might be worked into the schedule in order that Thrift Week will not be overlooked entirely.

Working with plastics opens up a whole new creative field. (See pages 22 and 23.)

We want to emphasize again how easy plastics are to work with and how very many nice things can be made from them.

Elaborate equipment is not necessary in order to carry out plastic projects, and children will be fascinated by this new creative medium. We might add, too, that the teacher need not have special training to make this craft work a successful activity.

In "Your Bookshelf" this month we have reviewed a very excellent new book about working with plastics. We believe that teachers will find it worth while to consider this book as a guide in working with plastics, especially if the medium is new to them.

The illustrations for the unit—"Manufacturing Plastics" can also serve when the class studies industries in general rather than just the field of plastics.

The "Snowman Bookmark" (page 37) has been especially designed to appeal to little children.

Little children need incentive to learn to like books and reading, and attractive, colorful bookmarks and posters (page 36) help to keep attention focused on books.

Girls in the upper grades usually like doing such things as the sewing projects on pages 39 and 40.

After they have acquired basic skills the teacher should let them use their own designs and let them make things they want to make. This is important. Too often girls have to hem tea towels and such things that they don't want to do. If the teacher will let them choose projects (within the range of their abilities, of course) they really want, the

(Continued on page 41)

Free BOOK on ARTCRAFT

IDEAS FOR CLASSWORK

How to decorate burnt wood etchings, glorified glass plaques, mirror pictures, brass and copper craft, etc.

Write for catalog JA1-48

THAYER & CHANDLER

910 W. VAN BUREN ST. CHICAGO 7, ILL.

AUDIO-VISUAL GUIDE

A monthly magazine for teachers interested in utilizing audio-visual materials of all kinds. An outgrowth of "Photoplay Studies," established in 1935. Edited by William Lewin, Ph.D.

35c a copy One year, \$3.00
Two yrs., \$5.00 Three yrs., \$6.50

Published by
**Educational and Recreational
Guides, Inc.**

172 RENNER AVENUE
NEWARK 8, NEW JERSEY

RENEWAL NOTICE

Be sure to notice the address on the wrapper of this magazine. If it is marked 1-48, your subscription expires with this issue.

In order to assure yourself of uninterrupted service and that you will have your magazine at the beginning of each month, send in your renewal order today to

Junior ARTS & ACTIVITIES

Classroom Activities for the
Elementary Teacher

\$4.00 per year (10 issues)
\$7.00 for 2 years (20 issues)

SEND YOUR RENEWAL ORDER TODAY

Use This Convenient Coupon

Junior ARTS & ACTIVITIES

538 S. Clark St., Chicago 5, Ill.

Please enter my renewal subscription for

☐ 1 year (\$4.00) ☐ 2 years (\$7.00)

I also enclose 25c per year Canadian postage or 50c per year foreign postage.

NAME

ADDRESS

CITY ZONE STATE

JUNIOR ARTS & ACTIVITIES

THE NATIONAL MAGAZINE
FOR THE ELEMENTARY
TEACHER OF TODAY

ANN OBERHAUSER

Editor

AMY SCHARF

Assistant Editor

ROSEMARY GOLDFEIN

Staff Artist

Contributing Editors

HAROLD R. RICE

Dean, Moore Institute of
Art, Science and Industry
Philadelphia, Pennsylvania

MARIE G. MERRILL

Author of Songs and Plays

LOUISE B. W. WOEPPEL

Professor of Music
Dana College
Blair, Nebraska

YVONNE ALTMANN

Kindergarten Director
Oshkosh, Wisconsin

GEORGE C. MCGINNIS

Principal, Thousand Oaks School
Berkeley, California

JEROME LEAVITT

Supervisor, Los Alamos Schools
Los Alamos, New Mexico

ISADORE M. FENN

Chicago Vocational High School
Chicago, Illinois

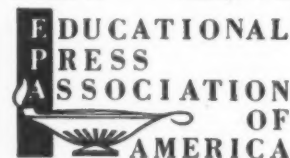
GRACE E. KING

Writer of Books on
Elementary Education

Junior ARTS & ACTIVITIES

published by

The Jones Publishing Company
538 S. Clark St. Chicago 5, Illinois



Published monthly except July and August
by The Jones Publishing Company.

G. E. von Rosen, President
H. Marvin Ginn, Vice-President
Ann Oberhauser, Secretary

Editorial and advertising offices: 538 S.
Clark St., Chicago 5, Ill.

Copyright 1947 by
THE JONES PUBLISHING COMPANY
All Rights Reserved

Subscription: One year \$4.00 in U.S.A.;
Canada and foreign, \$5.00. Single copy, 50c.

Change of address: Four weeks' notice
required for change of address. Please give
both the old and the new address.

Entered as second-class matter September
27, 1939, at the Post Office at Chicago, Illinois,
under the Act of March 3, 1879.

THIS MONTH

January, 1948

Volume 22 Number 5

PAGE

Children Build—Illustration by Rosemary Goldfein.....front cover

Regular Features

From the Editor's Desk.....	5
Activities in the Kindergarten.....Yvonne Altmann	24
Things to Do.....	25
Activities in Wood.....Jerome Leavitt	28
Stories and Programs.....	31
Art, Music, and Literature.....	35
Audio-Visual Aids.....	41
Teacher's Corner.....	42
Your Bookshelf.....	47

Special Features

It's Fun to Be Thrifty, unit.....	15
Our Electrical Helpers.....Isadore M. Fenn	30
Index to Volume 22.....	43

Units—Study Outlines and Activities

A Unit on Shelter.....Ann Oberhauser	6
Many Kinds of Homes.....	8
Living at Home—Game.....	9
Reading Chart.....	10
Building a Doll House.....	11
Chocolate and Cocoa.....	12
Illustrations.....	13
Map.....	14
It's Fun to Be Thrifty, unit.....	15
Thrift Verses.....	16
Seatwork.....	17
Modern Industries—Plastics.....	18
Manufacturing Plastics.....	20-21
Making Plastic Jewelry.....	22
Molding Plastics.....	23

Arts and Crafts

Building a Doll House.....	11
Making Plastic Jewelry.....	22
Pipe-Cleaner Comics.....Agnes Choate Wonson	26
Fun With Block Letters.....Stella E. Wider	27
Industrial Arts For Teachers in Elementary Schools.....Jerome Leavitt	28
Snowman Bookmark.....	37
Sewing as a Craft Activity.....Amy Scharf	38
Using Simple Patterns.....	39
Designs For Applique and Embroidery.....	40

Citizenship and Democracy

Living at Home—Game.....	9
It's Fun to be Thrifty, unit.....	15
Friends at the Crossing, song.....Lillie M. Jordan	34

Nature Study and Science

Chocolate and Cocoa.....	12
Modern Industries—Plastics.....	18
Our Electrical Helpers.....Isadore M. Fenn	30

Music

Coasting Song.....Elizabeth Seatter	34
Friends at the Crossing, song.....Lillie M. Jordan	34

Reading, Literature, and Poetry

Thrift Verses.....	16
Building Meaningful Concepts.....Yvonne Altmann	24
Oliver Dillerdollar Collects Grandmothers.....Bernice Anderson	31
Poems For January.....	33
Introducing Books For Reading.....	35
Poster.....	36
Snowman Bookmark.....	37
Your Bookshelf.....	47

Work Material

Living at Home—Game.....	9
Seatwork.....	17
Traveling to the First Grade.....Yvonne Altmann	25

From the Editor's Desk . . .

With the beginning of a new year we extend the best wishes of everyone on the staff of *Junior Arts and Activities* to all our subscribers and friends. May you have a happy year, one full of accomplishment, satisfaction, and success!

At this season we like to look back on the things we have done and forward to those activities which lie ahead. We have taken stock of ourselves and of the material we have presented in these pages during the past few months. We hope we have succeeded in giving you the sort of things you need and want and we promise to continue to bend every effort toward making the magazine better in the months to come. We wonder if, during the past few months, we have been as emphatic as we might about one feature of *Junior Arts and Activities*. It is the matter of the adaptability of the material we include in each issue.

It is impossible for anyone to visualize your precise classroom situation. We prepare all the units, projects, activities, and articles with a definite objective rather than a definite procedure in mind. Nevertheless, we know that you look at each page of the magazine with your individual needs and well-defined environment as first considerations. In order for us to be even more helpful to you and to each member of our family of teachers, what can we do to bring our two viewpoints closer together? Shall we be less definite or shall we be more so? You may say that we should be more so but then we can counter with the assertion that, if we are, we do not do justice to other teachers in different situations.

We shall continue to try in each feature of the magazine to give as many related ideas as possible. We shall try to take into consideration as many situations we know teachers must face as will be compatible with a unified presentation of the material at hand.

Then, we have this to ask of you, our teacher friends: Read for ideas. This is a broad statement, so let us explain. If, for example, you are a teacher of one of the primary grades and you see our unit on shelter, you might think along these lines (purely suggestive!): does this material fit into my program; does any part of it look useful in the units which I have planned; have the children expressed interest in this subject; which projects can I use for art and crafts classes; are there any maps or charts which I can use in other studies; if this subject fits into my program, how can I make the presentation and the subject matter conform to the needs of my class; if this material does fit with respect to grade level and content, will I need



to change the manner of presentation; what shall I add; what shall I delete.

All this involves a certain openness of mind and an attitude that additional preparation will be necessary. We wish that we could offer to teachers the type of service which would eliminate this latter factor. However, if this were so, anyone could teach providing a piece of paper or an outline were placed in her hand; we should be right back at the textbook-is-the-school-room-bible type of education. Teaching is creative; much depends upon you, the individual teacher. What we can do is to assist, to suggest, to provide suitable tools. The success of the children in your classes depends in almost complete measure upon you. It is from this fact that you derive your great satisfaction. This is what makes teaching such a great profession. We should be presumptuous indeed if we attempted to fulfill a task which only you can accomplish.

We want to make your profession a joy to you. We feel this can be done by helping to stimulate your imagination and to save your time. This is what we shall continue to do to the best of our ability. We think of *Junior Arts and Activities* as being a part of your teaching equipment, as a partner with you. We want your ideas and suggestions and we hope you, in turn, will keep in mind that we are a source of suggestions and ideas from which you and your pupils, working together, may formulate your plans.

— Editor

A UNIT ON SHELTER

FOR PRIMARY GRADES

By ANN OBERHAUSER

Giving children both experiences and information is the job of the primary teacher. One of the most common and familiar things to children is their homes; and, with the construction of new homes going forward at the present time, home building is one of the more obvious community activities. A unit on shelter, then, will have for its starting point a situation which the children can observe at close range.

Even with little children, there must be a foundation of information upon which to base activities. This does not mean that a unit on shelter must be conducted on a lesson plan with a certain amount of ground covered each day. However, even a beginning excursion to the site of some home construction or a discussion of children's own homes will provide information for the unit. The study outline to follow should act as a guide to the teacher in bringing to the attention of the pupils material and ideas which they may overlook and as an indication of the direction a study of this sort may most profitably take.

The information gathered will be made vital by creative activities carried out during the unit. An outline of suggested activities is included in this article. With young children projects requiring much manual activity are more desirable: building a house, drawing on large sheets of paper, making a floor display or a sand table, and so on. If these appear commonplace, it is well to remember that children have not, in general, had these experiences and they should form a part of their background. For the teacher's benefit, however, the projects should have a fresh manner of presentation.

Most important of all—but based upon knowledge and manual activity—are the broadening understandings and increasing perceptions which come with minds which have been opened and bodies which have worked with a variety of materials. In the case of a unit on shelter these understandings and perceptions are not limited to a mere consideration of the good things of home

and home life. The possibilities are much greater: a developing sense of beauty in line and form (from a consideration of houses of various types and of various peoples); an appreciation of the beauties of color (in decoration, landscaping, and the like); a beginning knowledge of the beauty in all things about us and in all places; an introduction to the value of all types of work and a knowledge of the interdependence of workers and of our dependence upon community helpers; an appreciation of the function of houses and shelter both for purely utilitarian and aesthetic purposes. There are many more.

The point is that children need to be trained in the use of all their faculties. This training should begin at an early age and will continue through life. All too few adults can say that, in daily living, they use all the facilities at their command. If for no other reason than to act as a defense against boredom and the what-shall-I-do-now attitude, this aspect of every subject should be covered.

APPROACH and MOTIVATION

The holidays are over and children's attention is centered around playing with their Christmas toys, out-of-door sports, indoor activities, and so on. In the cold weather we appreciate our homes more: they are warm and comfortable. Show various types of homes—including homes of animals to protect them from the cold—on the bulletin board. Discuss the things our homes provide. Review Indian, Eskimo, and other homes with which the children have become familiar during other studies. Pictures of these homes might be taken from the teacher's file and added to those of American homes being displayed.

DEVELOPMENT

I. Why do we have homes?

The children should tell the reasons they can think of for having homes and the teacher should add those which have been overlooked or suggest looking through books (see bibliography) to discover other reasons. All the reasons should be listed on the blackboard. (They may form a good reading chart.)

The list should include—although the wording will be the children's own:

- A. Protection from heat
- B. Protection from cold
- C. Protection from rain, snow, and other natural phenomena
- D. A place to sleep
- E. A place to prepare meals
- F. A place to study
- G. A place to entertain guests
- H. A place to store possessions
- J. Protection against enemies

II. Are all the things for which we use our homes really necessary?

At this point, the children should be led to a consideration of the fundamentals of living. They might check off the list on the blackboard those things which, after discussion, they deem essential. In this way, an appreciation of the values of homes of today might be begun and introduction will be made for the next point of the unit.

III. Homes of other people

With the list of the necessary and desirable reasons for homes and with pictures and other information about different types of homes before them the children should compare each home with the uses and find out how the homes meet the needs of people. The following types of homes might be included in the study: Indian homes, pioneer cabins, Eskimo homes, some animal homes (barns, chicken houses, etc.), apartments, trailers, homes in the country, summer cottages, and any others which the class or the teacher wish to add. The survey (very elementary, of course) might be conducted in the following fashion:

- A. Appearance of the home
 - 1. Shape
 - 2. Size
 - 3. Number of rooms
 - 4. Materials used in construction
- B. Facilities
 - 1. How is the cooking done?
 - 2. Where do the people sleep?
 - 3. What other things are kept in the home?
 - 4. What other things are the homes used for?

C. Comparison with homes of the children

IV. How are the homes of the children made?

This can be a recapitulation of point 4 under A (the appearance of the home). The children can learn something about the principal community helpers who build houses: carpenters, stone masons, roofers, electricians, plasterers, plumbers, and the like. In some communities home building is still a one-man job, in the main, and some people even build their own houses. These facts should be brought out.

Depending upon the environment, the different materials used in home construction might be inspected. It will be a fine activity to bring specimens of wood siding, bricks, plaster, tiles, roofing, and so on to the classroom for inspection. The children might correlate their knowledge of the different houses with these pieces of material.

If possible, samples of materials used by other people in constructing their homes might be shown to the pupils. Bark, skins, adobe, sod, rushes, and other such items, if available, will be excellent for study.

The children, if they are sufficiently advanced, may outline the steps in making a modern house. These, of course, vary with the type of home being built and the section of the country wherein building occurs.

A. The cellar

1. Digging
2. The foundation
3. Finishing the cellar

B. The framework

C. The siding

1. Wood
2. Brick
3. Stucco and other materials

D. The roof—including materials for the roof

E. Finishing the rooms

1. Plastering
2. Electric wiring
3. Plumbing
4. Putting in the floors

CORRELATIONS and CREATIVE ACTIVITIES

The principal value of the subject matter of any unit for little children—aside from the broadening experiences involved—is correlation with the skill subjects and introduction to other necessary aspects of the curriculum. The present unit fits this pattern very well.

Language: The most important area is reading and, in the case of kindergarten children, reading readiness. Here are some of the language correlations of this unit.

A. Reading words with the help of pictures

B. Sentence reading

C. Sentence-story construction

D. Reading the sentence stories

E. Reading other stories (See bibliography.)

F. Composing stories to tell the class

G. Listening to verses

H. Composing verses

Of course, all types of seatwork will be useful in language correlation. The actual writing of the words, sentences, and sentence stories for posters, notebooks, and blackboard will give impetus to the development of proficiency in writing. Older children—grades 2 and 3—should also become conscious of spelling during the writing of the materials.

Numbers: Even kindergarteners can have beginning experiences with numbers in counting rooms of houses, types of houses, numbers of people required to work on a house, and so on. For the older children, various types of seatwork based on number experiences are possible. In addition there are these correlations:



A. In the construction of, let us say, a model house for dolls there will be opportunities for the introduction of the use of measuring devices, for counting and adding and other computations.

B. An introduction of problems based on life situations—involving building houses and the like—can be made. The problems may occur naturally or they may be devised by the teacher. In the latter case, care must be taken to see to it that the problems are valid and within the scope of the unit.

Arts and Crafts: The primary unit ideally should have experiences in building, drawing, painting, modeling, cutting and pasting, and the like. Here are suggested projects:

A. Building a doll house

B. Making a sand table showing various types of homes studied

C. Painting pictures of children's own homes

D. Drawing pictures showing the facilities of primitive homes

E. Making posters, book covers, and the like using paper cutting, painting, crayoning, etc.

F. Making models of utensils used in primitive homes

Also, see pages 8, 9, and 11.

Nature and Health: The correlation between the places where shelters are erected and their function can well bring health and nature factors. In the woodlands, the Indians used bark and other things in nature to build homes which were strong enough to withstand the cold weather. This is but one example of the type of correlating material which may be included.

Music can be correlated nicely. In most song books there are songs about home and about the primitive people whose homes children study. Children can, if time permits, compose their own little melodies for the poems written during the unit. Rhythms may be based upon the rhythms of Indians, pioneers, and others whose homes are studied.

Other Creative Activities: In addition to those mentioned under "arts and crafts," and the trips the children may take, the following activities might form a part of the unit:

A. Writing a playlet or engaging in dramatic play

B. Adding actual specimens of building materials to the classroom museum

C. Conducting a program to which children of other grades are invited

D. Making books to add to the classroom library

BIBLIOGRAPHY

Those marked with an asterisk (*) are suitable for children's reading.

Bailey-Selover: *Cave, Castle and Cottage* (Chicago: Follett)

*Beatty: *Story Pictures of Our Neighbors* (Chicago: Beckley-Cardy)

Carpenter: *The Houses We Live In*

Chamberlain: *How We Are Sheltered*

Conklin: *All About Houses* (New York: Julian Messner)

*Dopp: *The Tree Dwellers* (Chicago: Rand McNally)

Fish: *The Doll House Book* (Philadelphia: Stokes)

*Harris: *Visits Here and There* (Boston: Houghton Mifflin)

Houses, Heat and Light (New York: Thos. Nelson)

*Mason: *Home Is Fun* (Chicago: Beckley-Cardy)

Petersham: *Story Book of Houses* (Philadelphia: Winston)

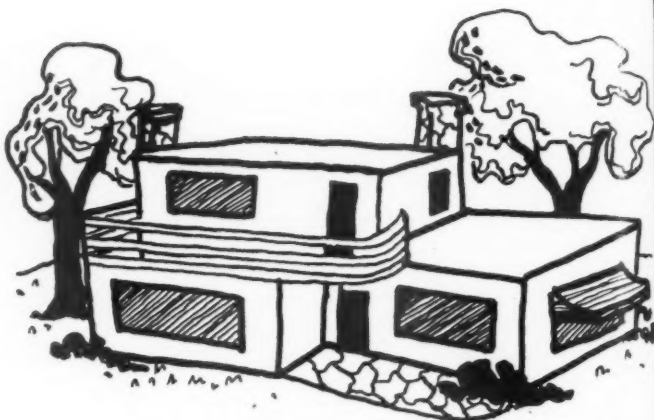
*Waddell, et al: *Home* (New York: Macmillan)

shelter

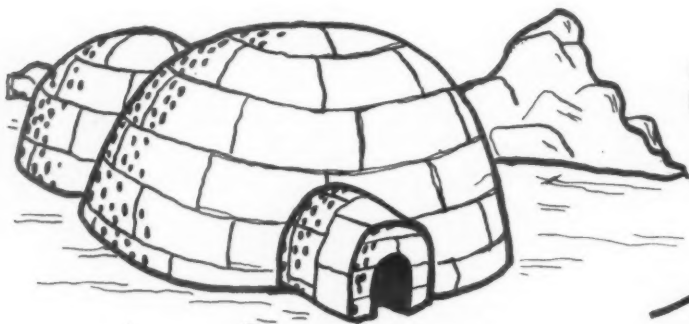
MANY KINDS OF HOMES



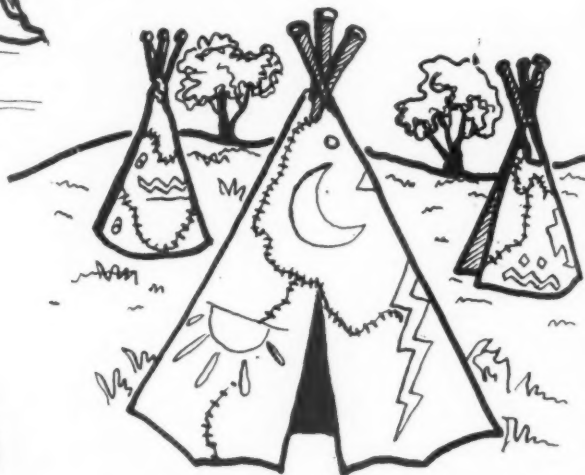
This is a big building. It is called an apartment building. Many people live in it. There are many homes in it.



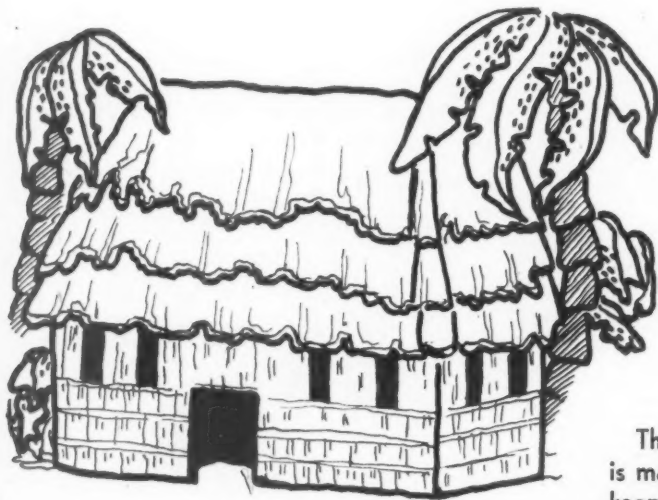
This is a home for one family. It has a yard for playing. A mother, a father, a little boy, and a little girl live in this home.



This home is made of ice and snow. It is called an igloo. An Eskimo family lives in this home. When warm weather comes, this kind of home melts.



This home is made of bark from trees or skins of animals. It is called a tipi. It is an Indian home. Not many Indians live in homes like these tipis today.



This home is in the hot, wet woodlands. It is made of grass and branches of trees. It keeps out the rain and heat. The people who live here need little clothing.

LIVING AT HOME—GAME

Open front yard gate and go through yard. 21	Closed front yard gate. Jump! 22	Do homework in living room. 23	Put books away. Skip one. 24	Start to play. 25	Find toys in basement. 26	Play in basement game room. 27	Forgot to put away toys. Go back one. 28	Check furnace while in basement. 29		
Start for home. 20							Wash hands in washroom. 30			
In school 19							Help in kitchen. 31			
Walk through back yard on the way to school 18							Set table in dining room. Jump! 32			
Go out through back door 17							Late Dinner 33			
Forgot to put away dishes in pantry. Go back one. 16										
Eat lunch 15							Go to school. Skip one. 12	Rainy day. Close windows. Go back two. 11	Forgot to close front door. Go back one. 10	Start to school. 9
Skip one. Wash hands in washroom 14							Start home for lunch 13			
		Wash dishes in kitchen sink. Skip one. 8		Eat breakfast in breakfast room. 7	Walk through hall. 6	Forgot to hang clothes in closet. Go back two. 5				
		Wash in bathroom. Skip one. 2		Get dressed. 3	Jump! 4					
Wake up. START 1										

After the children have learned about shelter, they might make an obstacle game similar to that shown on this page. The proper use of the house and its facilities will be impressed upon them in the course of the construction and play.

Heavy cardboard on which white paper may be pasted (or the blackboard) may be used to make the game. The children decide upon the obstacles and then make the blocks, illustrations, and hazards. Crayons or colored chalks may be used to decorate.

The children may make counters from pieces of colored cardboard, beans, corn, buttons, or the like. For deciding how many spaces may be advanced by each player, a conventional spinner may be made. The children might also cut a quantity of small pieces of cardboard and place a number—from 1 to 3—on each piece. These may then be placed in a box and shaken before use.

As many may play as wish but, ideally, not more than four at a time.

more about
shelter

READING CHART

THESE MEN BUILD HOUSES



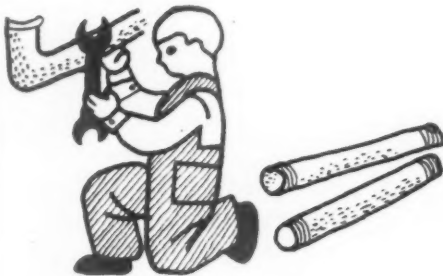
This is the architect.
He plans the house.



This is the carpenter.
He saws, hammers, and nails the wood.



This is the roofer.
He puts a roof on the house.



This is the plumber.
He puts water pipes in the house.



This is the electrician.
He puts electric lights in the house.

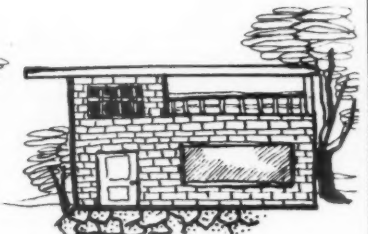


This is the painter.
He paints the house.

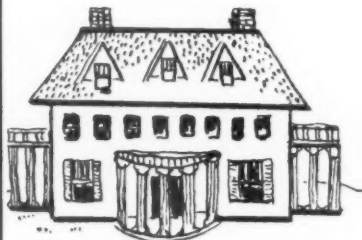
THERE ARE MANY KINDS OF HOUSES



This is a wood house.



This is a brick house.



This is a big house.



This is a little house.

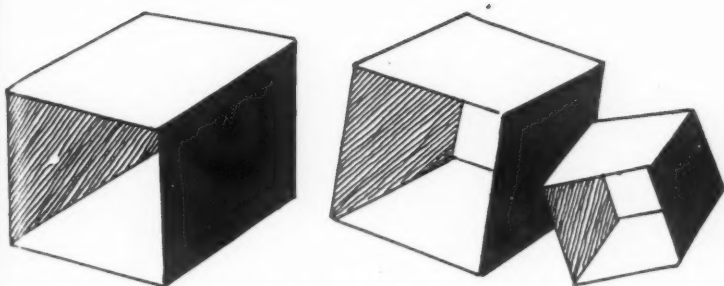


This house has a big yard.



This is a city house.

RT



Use boxes of different sizes and shapes.

BUILDING A DOLL HOUSE

A unit on shelter ought to combine some construction work with the subject matter. What better than to build a doll house! The ideal materials for this purpose are sturdy boxes—corrugated or heavy cardboard varieties — together with sheets of corrugated paper, paint, staples, cellophane, and materials which the pupils can use for decoration.

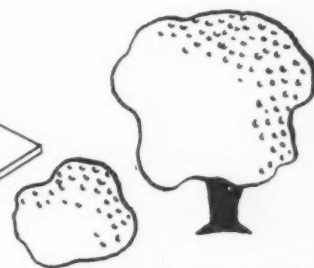
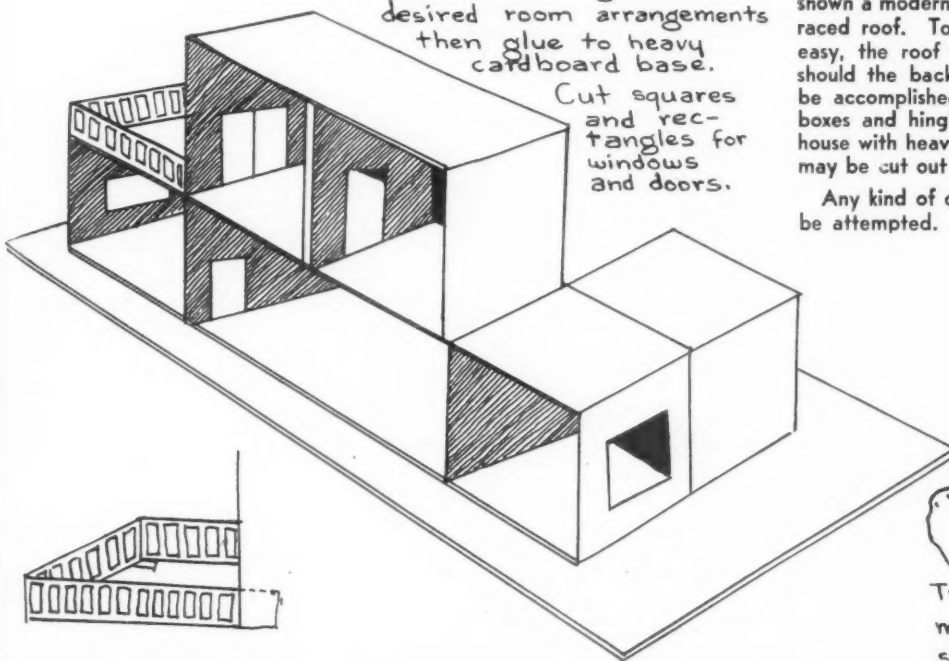
First the class should decide upon the shape of the house and the number of rooms. If small boxes are used, there should be one for each room. The boxes may be taped together or fastened with staples.

Next, the roof should be made. We have shown a modern house with a flat top and terraced roof. To make work inside the house easy, the roof should be detachable — so should the back, for that matter. This may be accomplished by cutting the tops of the boxes and hinging them to the front of the house with heavy tape and staples. The back may be cut out and hinged to one side.

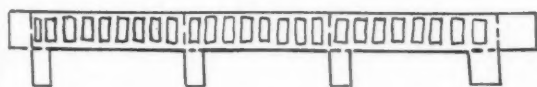
Any kind of decoration inside and out may be attempted.

Glue boxes together in desired room arrangements then glue to heavy cardboard base.

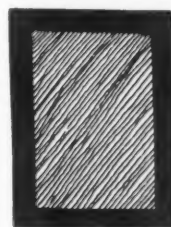
Cut squares and rectangles for windows and doors.



Trees and shrubbery may be cut from sponge rubber then painted.



A terraced roof fence is made of lightweight cardboard then fastened by glueing tabs to bottom and sides of house.



Heavy Cellophane fastened with tape may be used for windows.



Paint house as desired.

R.G.

CHOCOLATE AND COCOA

AN ADAPTABLE UNIT FOR UPPER GRADES

As a part of the health program in every grade, emphasis is placed upon drinking milk. In the upper grades, geography studies include countries in Africa, South America, Central America, and the West Indies. The social-studies curriculum requires an introduction to our industrial world and the interdependence of peoples. Homemaking classes usually need some additional impetus to maintain interest in the subject.

All these factors may be used as motivations and introductions to a unit on chocolate and cocoa. The best method, of course, is to have the unit as an outgrowth of the previous unit. Let us say, as an example, that the class has been studying South America. One of the large producers of cacao (from which chocolate and cocoa are made) is Ecuador, and the drying process is one of the picturesque features of the country. Therefore, the transition from one unit to another is smoothly made through interest in and an introduction to cacao.

APPROACH

This unit may be approached from the viewpoint of an industry or with emphasis upon the nature-study and health aspects. In either case the beginning subject-matter presentation will be the same. However, it is important that the direction the unit is to take in its principal channel be decided upon at the beginning so that other features be subordinated to it.

DEVELOPMENT

- I. Description of the cacao tree
 - A. Where it is found
 1. Native to tropical America
 2. Also in other tropical countries
 - B. Appearance of tree
 1. Between 10 and 15 feet tall
 2. Leaves—large, shiny, green and red in color.
 3. Flowers—pink or yellowish
 - C. The pods
 1. Ripen all the year round
 2. Different shapes according to the type of tree but, in general, are pointed ovals
 3. Many beans in each pod
 4. Ripe pods turn a different color.
 5. Pods on trunk and branches
- II. Growing cacao trees

A. Different types according to soil conditions and type of flavor desired

B. Planting

1. Seedlings grown in nurseries
2. Some plants grown directly in the fields from pods
3. Each seedling planted some distance from others
4. Rich soil required
5. Shade trees required to protect soil

C. Harvesting

1. Pods ripen all year round.
2. Principal harvesting times, however, vary in the different growing areas.
3. Pods change color and beans become loose within the pods.
4. Pods cut down with knives
 - a. Those on higher parts of the tree are cut with knives attached to poles.

III. Preparing pods — cacao to cocoa and chocolate

A. Pods are opened individually and contents scooped out.

B. Beans are covered with a pulp.

1. This is allowed to ferment.

2. Process requires several days.

C. Drying beans

1. In the sun—Ecuador

2. By artificial means

D. Washing to remove husks

E. Now the beans are ready for processing.

1. First they are roasted.

2. Next, broken and crushed

3. Since they contain 50% or more of a fatty substance—cacao butter—some of this must be removed.

4. This product is cocoa.

F. Making chocolate

1. The roasting temperature for cacao beans to be used for chocolate is lower than that used for making cocoa.

2. Additional cacao butter and sugar are mixed with the roasted and crushed cacao nib (cacao after removal of the shell) to make chocolate.

IV. Where cacao is grown commercially

Refer to the map on page 14.

V. Who uses chocolate and cocoa?

The United States is the greatest single user of chocolate and cocoa. Great Britain, Germany, Holland, France, and

other European countries were, before the war, great users of chocolate and cocoa.

VI. Uses of chocolate and cocoa

As a project, the class might list all the possible uses of these products supplementing their knowledge with research. The references listed at the end of this article will be helpful.

ACTIVITIES

Since the manufacturing process is relatively simple, the class might make black-and-white diagrams showing the various steps in order.

As an art experience, the children might illustrate some phases of the growing, harvesting, and processing of cacao in the various countries: the beans drying on the streets of Guayaquil; harvesting in Africa; etc.

For a class party or program at the end of the unit, there might be refreshments featuring chocolate and cocoa in various forms: ice cream, hot chocolate or cocoa, candy, chocolate cookies, etc.

A health project connected with the unit might point out which chocolate products are especially healthful and which should be eaten in small quantities only. For example, chocolate ice cream and hot chocolate or cocoa are very good for boys and girls but candy and cookies should be eaten only in small amounts.

An excursion to a candy plant or even to a small shop where hand-dipped chocolates are made will be very profitable. The children can observe how chocolate is used as a coating for confections and what precautions must be taken when using chocolate.

If the excursion can be made, illustrations of the experience might be made for notebooks or classroom display.

VALUES OF THE UNIT

In addition to the intellectual values of the study there are certain other things to be derived from it. Of course, an appreciation of the heritage which we in the New World have received from the Indians is important. In addition, we suspect that one thing which might profitably be brought out in the unit is the following: training in music

(Continued on page 41)



ILLUSTRATIONS

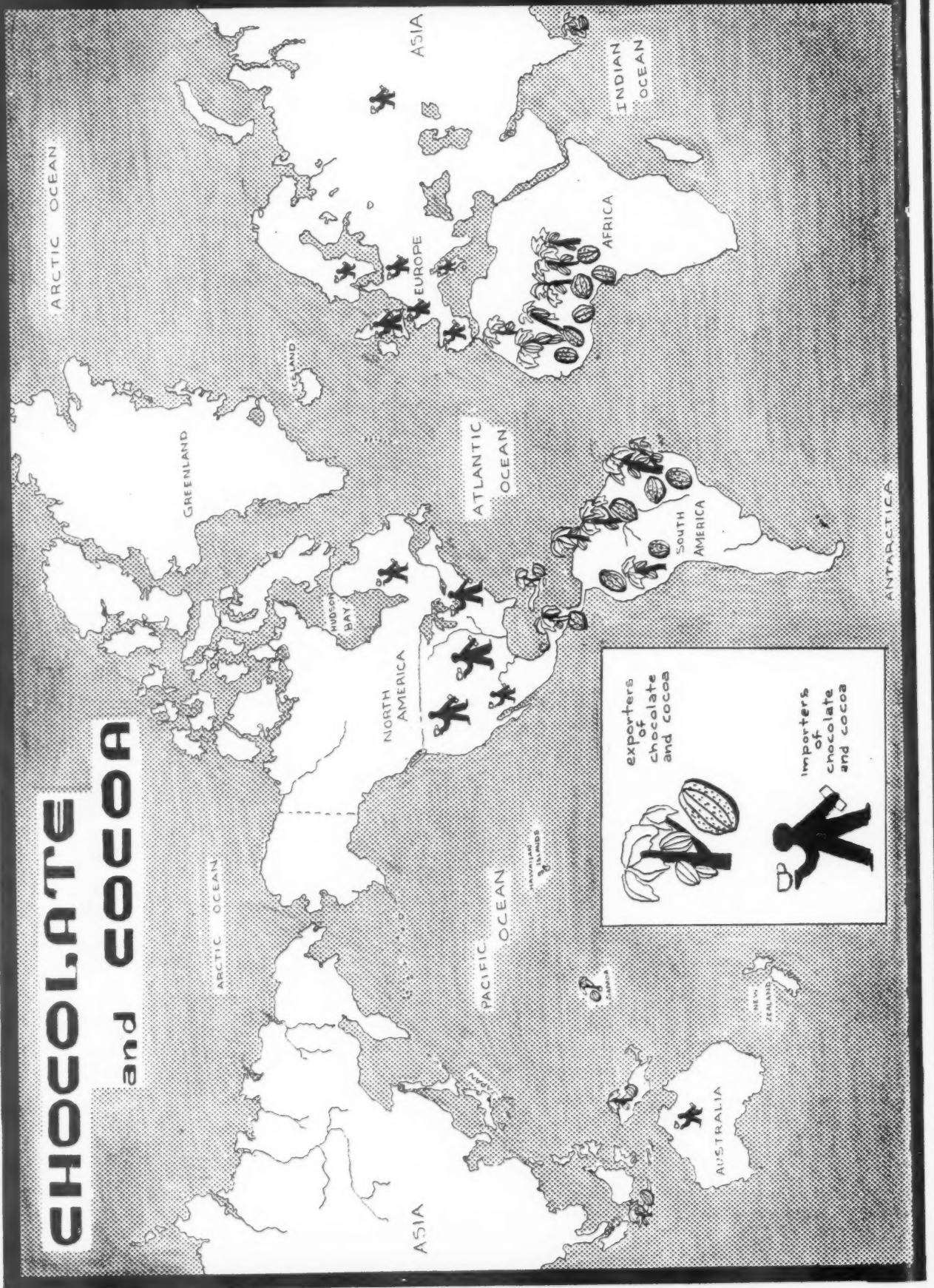
The growth of the cacao bean and the production of chocolate and cocoa combine social studies and nature study in an effective way. Until the beans are processed in manufacturing plants, they cannot be used for any of the things that we like to eat. On the other hand, the plants are useless without a supply of the raw cacao.

Here we have shown how cacao is grown and processed. Of course, not all the steps can be illustrated but from these the class can get a good idea of the sort of things for which to look in collecting data for notebooks, illustrations, and classroom decorations.

If, at the close of the unit on chocolate and cocoa, it is planned to give a little party and serve foods made from these items, some members of the class might devise games and quizzes based on information similar to that given here.

more about
chocolate and cocoa

CHOCOLATE and COCOA



IT'S FUN TO BE THRIFTY

A SOCIAL-STUDIES UNIT

MOTIVATION

National Thrift Week is in itself a suitable motivation for the unit. Posters concerning the observance of this week may be put up and from them a discussion of thrift may emanate.

Or, the teacher may present the idea from the standpoint of resolutions which have been made for the new year. She may begin by asking what sort of New Year's resolutions the children have made and there will probably be some resolutions about thrift or saving of one kind or another. From this point the discussion can lead into the unit.

PROCEDURE

After the study has been introduced, one of the first things that teacher and children will want to do is to list on the blackboard the ways in which children can be thrifty.

This list may be similar to the following under a title such as "How We Can Be Thrifty."

1. Save our pennies
2. Not waste our food
3. Not waste our time
4. Take care of our clothes so that they will wear longer
5. Help to take care of our homes
6. Collect and save old newspapers to sell to the junk dealer
7. Take care of all of our things—books, toys, and so on—so that they will last longer and then, when we are finished with them, other boys and girls can use them

The children may think of other thrift ideas that they will want to add to this suggested list.

Then the question of "Why should we save at all?" may be brought up. The teacher should ask the children their ideas about the reasons why we should save. If the children can give no satisfactory reasons, or if the reasons that they give are on the right track but are too vague, she may make an explanation of the reasons for thrift. She may explain these reasons somewhat in the following manner, but of course, each teacher may wish to use different examples of thrift or go into more detail. However, this may give her a general

idea of the approach which may be used successfully.

"One of the reasons we save and we are thrifty is so that we shall be prepared for the days ahead of us.

"Today we may have 10c, but if we spend all of it we won't have any for the puppet show next month. And, we may have plenty of clothing to wear right now, but if we are not careful with our clothes we shall tear them and wear them out and our parents will have to buy us more. But if we save our pennies we shall be sure to have money when we want it for something special like a puppet show. And if we are careful with our clothes we help our parents to save so that the whole family can enjoy more 'special' things together."

The teacher might also point out, using examples, how waste never accomplishes anything, but how saving, on the other hand, is always rewarding.

ACTIVITIES

There are many activities by which the idea of thrift may be illustrated for the children. This is where the idea of "it's fun to be thrifty" can be introduced with real meaning.

Little children like competition and therefore the teacher can organize competition in the matter of thrift.

Who can devise the most ways of using scrap materials in art class instead of using new materials all the time?

Who can go a whole week without losing something, not a mitten, a handkerchief, or anything?

The introduction of play money is good. The children can "play bank," or learn how to shop to buy things that are less expensive.

The encouragement of buying savings stamps is a fine introduction to thrift. The government puts out material for use in the schools to encourage such saving. If the teacher is interested she might inquire from her local post office about sources from which she may obtain this material.

In addition to these activities, the children can begin to learn such things as just how one goes about taking care of one's clothes. This will include talking

about hanging them up in the closet when clothes are taken off instead of throwing them down; using shoe trees in shoes; keeping hose very clean and fresh; being careful to wear rubbers or boots on rainy days to protect shoes (in addition to health reasons); having Mother take care of little mends and rips right away so that they will not become big holes and rips. Naturally, there will be other points that the teacher will want to include.

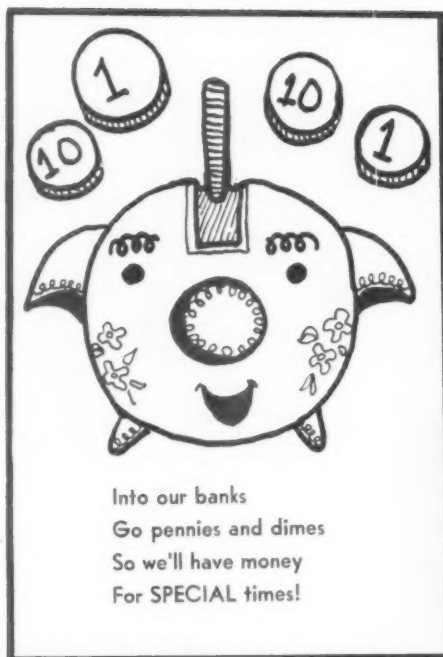
The same idea may be done with how the children can help take care of their homes. It can be pointed out how putting wet feet up on furniture, bouncing up and down on it, spilling things on it, and so on, are all really waste because they make the furniture look old and worn out much sooner than it would with just a little care. The children may also begin to learn about helping their mothers clean the house and how this helps save furnishings. Perhaps they can make up a list of things they can help their mothers do; being sure to put garden tools away so they won't be left out to rust, keeping old newspapers stacked neatly in a safe place before they are sold to the junk dealer, and so on.

Time is something that even children can begin to learn to save. This concept will not be so difficult for them if the teacher presents it something in the light of, "We have many things that we want to do, but we have only so many minutes and hours a day in which to do them. Therefore, if we save our time instead of wasting it doing nothing, we have a lot more time left over to do the things we really like to do."

Again this idea can be worked into the children's home life. How can they help their mothers and fathers save time? What little jobs can they do that will save minutes for someone else? A list of these might be made up—they can empty ash trays, they can help set the table, they can help take care of the yard, they can run errands, and so on.

thrift

THRIFT VERSES



Into our banks
Go pennies and dimes
So we'll have money
For SPECIAL times!



It's wise and it's thrifty
To hang up all clothes,
Then they're neater and cleaner
For wherever one goes.



For eating, not wasting
Is the food on our plates,
And by not wasting any
We help foreign playmates.



Raincoat and boots
Keep us dry and warm,
And also save clothes
From weather harm.

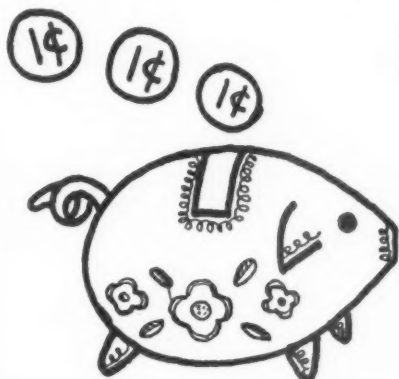


Saving time is important, too.
There are many things to do:
Playing, helping Mother, school.
Saving time is a good rule.



Thinking first, then
Careful doing
Saves much time and
Angry "stewing."

SEATWORK



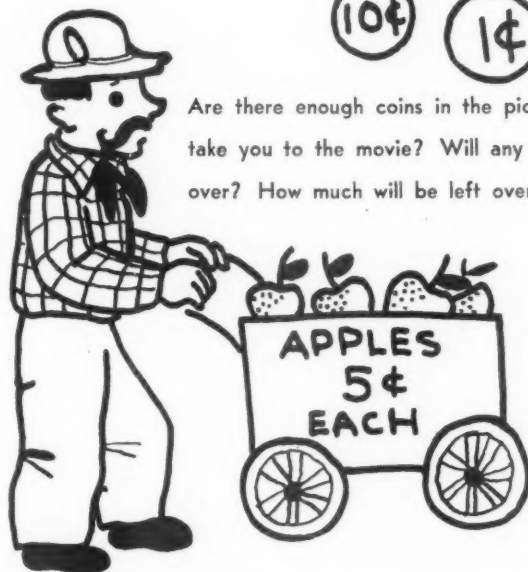
How many pennies are going into the bank?

Count the pennies.



How many coins are in this picture?

How much money do they make? Do they make 10c?



Are there enough coins in the picture to take you to the movie? Will any be left over? How much will be left over?



This is a lollipop. He costs 5c. How many pennies do you need to buy him? How many lollipops will a dime buy? How many lollipops will two dimes buy?

How many pennies do you need to buy an apple? How many nickels do you need? How many apples will a dime buy?



Which of these coins is the largest in size? Which is worth the most money? Is it the largest in size? Which is worth the least amount of money?



This is "Sad" Sammy. He is sad because he lost a quarter his father gave him. How many pennies does it take to make a quarter?

MODERN INDUSTRIES—PLASTICS

A UNIT FOR UPPER GRADES

I. Introduction and Motivation

The study of plastics is a fascinating one. Even children who cannot comprehend the wonderful chemistry of this industry will enjoy an introduction to this material which plays such an important part in our lives.

The teacher can motivate the study by bringing in a plastic article—a toothbrush, a piece of plastic jewelry, or a small piece of a plastic that is used in craft work.

The children will probably already be familiar with the term plastic and volunteer to name other things that they know are made of plastic. Such a question as, "Where do plastics come from? How are they made?" may then initiate the plastics unit.

II. What are plastics?

The word itself—plastic—means capable of being molded. Therefore, the term in its broad sense can be applied to many compounds that we call natural plastics. Clay is a natural plastic and so is asphalt. We do not use natural plastics as they are found, but many of them are important ingredients in man-made plastics.

Then there are what we shall call man-made plastics. We see examples of these every day—buttons, telephones, dishes, handles of pots and pans, jewelry, glasses frames, phonograph records, toothbrushes, photographic film, and many, many other articles.

All man-made plastics are made in such a way that all the ingredients that go into them are broken down and then combined with one another to make an entirely new material. This is different from a material like steel, for example. In steel all the ingredients join but they do not combine. So, when steel is melted down the ingredients can be separated. But when plastics are melted down the ingredients cannot be separated because they have combined to make a new material.

III. The two major groups of plastics

1. Thermosetting plastics. These plastics soften when heat is first applied to them, and then when the heat is in-

creased and pressure is applied a chemical change takes place and the plastic hardens and cannot be softened again.

2. Thermoplastics. These plastics become soft when they are heated and hard when they cool. But no chemical change takes place and so they can be heated and cooled becoming soft and then hard each time.

Thermosetting plastics are used when making some article that has to withstand much heat because these plastics will not melt.

IV. The four principal types of plastics

1. Synthetic resins—made of such basic raw materials as coal, petroleum, air, water, oat hulls, rice hulls, peanut shells, etc.

2. Natural resins—shellac, copal, pitch, asphalt

3. Cellulose plastics—made of such basic raw materials as cotton linters, wood pulp

4. Protein plastics—made of such basic raw materials as casein from milk, soybean meal

V. Companies which manufacture plastics

There are two kinds of companies in the plastics industry. Naturally, there is much overlapping, but for the sake of simplicity in showing the two different processes, we shall treat them as separate companies.

1. The companies which manufacture the plastic material

2. The companies which make this material into the finished products that we use every day.

VI. How is a plastic made?

Plastics are made in many different ways. But with all plastics somewhere along the line they are heated to high temperatures.

The things that go into them depend on what the plastic is going to be used for. For example, if a buyer wants a plastic that is fireproof he can order it and it will be made that way. If he wants one that is clear as glass he can order that kind, and so on. But dif-

ferent ingredients may be put into the plastic that is fireproof than are put into those which are clear as glass.

Here is the way one plastic is made. (Of course, this is an extremely simple description, but it will give the children an idea of what is done and perhaps stimulate them to go into more detailed explanations.)

First the ingredients are carefully weighed so that just the right amounts are used. Then they are put into huge vessels and cooked together. The temperature and pressure and time are all carefully watched. After the ingredients are finished cooking they are a liquid. This liquid is then poured out onto a huge floor to cool. Then after it is cold and has hardened it is broken up into lumps. These lumps are ground up into fine powder and then mixed with color, lubricant, and so on depending on the purpose for which the plastic is to be used when finished.

After this powder is mixed it is kneaded so that all the new ingredients will blend together. This kneading is done on big, heated rollers and it comes off the rolls in large sheets. These sheets are cut up and once again the plastic is ground into powder. Then it is put into huge blenders which mix it again. After this it is put up in packages for marketing.

VII. How are finished plastic products made?

The first step in making the plastic into a finished product is making it so that it can be molded. This is done by heating it and making it into liquid form again.

There are several kinds of molds which are used. One mold is open when the liquid is put in, then it is closed and the pressure of closing forms the article. Afterward the article must be "de-finned," that is, the edges where the mold came together must be smoothed off. Then the article is buffed and shined as a final step.

Another method of molding is shooting the liquid plastic through a tube into a closed mold.

Cold molding is still another method. In cold molding the plastic is shaped into whatever article it is to be and then it is baked in a huge oven. This method takes longer than some of the other kinds of molding.

After the molding is completed some plastics must also be machined, that is, they must be cut or sawed, holes drilled or punched in them depending upon the purpose for which they will be used.

Other methods of finishing the plastics are tumbling, buffing, polishing, and sanding. Some of them are engraved and carved.

VIII. Are plastics new?

Plastics are by no means new. They have been used by man, in both their natural and man-made states, for thousands of years.

Clay, for example, which is a natural plastic, was used by many ancient peoples for making pottery. Clay was also used for sealing important documents by the Egyptians as early as 4500 B.C.

The Egyptians and Romans developed a sealing wax, the basis of which was shellac. This wax was one of the first man-made plastics.

IX. Who were some of the men who developed plastics?

We do not have space here to go into detail about these men and their accomplishments. We suggest that if the children are interested they consult references for further information about the men we have listed.

1. C. F. Schonbein, who began experiments in 1846.
2. Theophile Jules Pelouze, who made a product not long after Schonbein's experiments met with success.
3. Waldo Maynard, who in 1847 produced in his laboratory collodion which in 1851 was marketed as a coating for photographic films
4. Emil Berliner, who in 1868 discovered how to make phonograph records from a shellac plastic
5. John Wesley Hyatt, who developed the first commercial plastic—celluloid—in 1868
6. Leo Hendrick Baekland, who developed one of the first thermosetting plastics which is known as Bakelite

X. Is the plastics industry a growing one?

The children will find the answer to this question to be a definite, Yes! New kinds of plastics for new uses are being developed literally by the day.

If at all possible, arrangements should be made whereby the children can visit a company or plant which makes plastic or plastic products. If it is impossible

for them to do this, we suggest that a letter be written to the publicity director of some large corporation which manufactures plastics, asking about what free material is offered—pictures, news about new plastics and the uses for them, and so on—which the children will find valuable in their study.

XI. What are some of the uses of plastics?

We have already mentioned some of the uses of plastics but there are so many more that deserve mention. Some kinds of paper are coated with plastic to make them more durable and beautiful; shower curtains are made of plastic; cellophane is a common plastic; airplane and automobile parts are made of plastic; fabrics are made of plastic material; soft woods are combined with plastic to make them wear and give them a beautiful finish. This wood is superior in both ways to more expensive hardwood. A plastic wood is manufactured and one can use it in the home to mend wooden pieces, and fill holes and cracks. Even specimens of insect life are being preserved in transparent plastic blocks instead of in alcoholic solutions or by mounting. Shoes and handbags and raincoats are made of other plastic material.

Besides these uses, plastics are used in huge amounts in industry.

The class might try to see how many articles they can find which are made wholly or in part from plastic.

XII. Projects and activities

There are many activities possible in connection with this unit. A collection of pictures of articles which are made of plastic will help to emphasize the tremendous volume of the industry.

Examples of plastics, both natural and man-made, should be brought into the classroom and set up in an exhibit, later to be placed in the class museum.

If it is at all possible, plastics should be worked with as a craft activity (see the project pages following). Most school supply houses can furnish plastics which are used in craft work. We should be glad to send (without charge) to teachers a list of companies which can supply plastics for craft work. Simply address requests to: Editor, *Junior Arts and Activities*, 538 South Clark Street, Chicago 5.

Charts are another good activity. The class might make a chart showing the stages in the manufacturing of a plastic. The first picture of the chart might be the ingredients which go into making the plastic, the second picture can show the ingredients being weighed and measured, the third picture can show the

plastic in the process of cooking, and so on. Of course, such pictures will be rough sketches but they can be made clear enough to give an idea of the different steps in the making of a plastic.

Another chart which can be made is one illustrating the raw materials which go into plastics. There are many of these and a chart or board of small pictures of these materials would serve to show how plastics utilize many products that would ordinarily be considered waste material.

As an art activity the children might design simple plastic jewelry. It would be even better if they are able to make this jewelry as a craft activity. They can also design buttons, household utensils, and so on which they believe would be beautiful made in plastic.

The uses of plastic as decoration in large panels should be brought out. Perhaps some of the children would like to design some of these decorative panels for use in a home. The panels can be in color and many beautiful effects can be obtained.

XIII. Appreciations

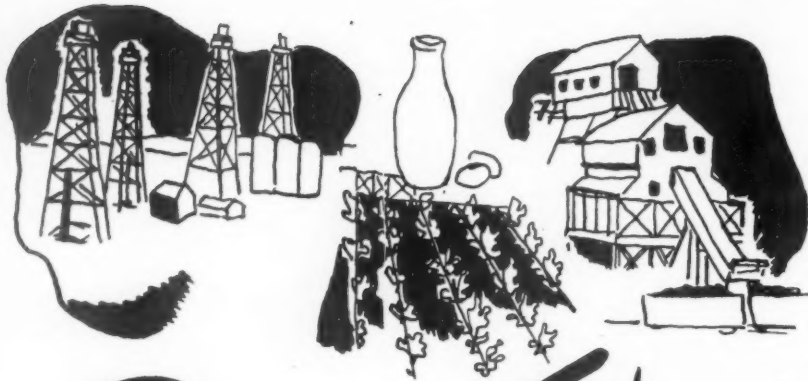
Through their study of the history of plastics the children will become aware of our heritage from the ancients. It might be good to show the class pictures of the old clay seals which the Egyptians and Romans used and also the man-made seals which they developed from shellac. Perhaps the children would like to make some seals for their own letters.

The accomplishments of the men who helped to develop the plastics industry into the great one that it is today may contain many parallels in the children's lives. What qualities of character did these men have? Were they willing to stick to their work and not give up when things were discouraging? Did their work benefit all of us?

From an art standpoint the study of plastics is very rewarding. Great beauty of line and form is present in many plastic objects. Color combinations are wide. Beauty is combined with functionalism, another thing which should be pointed out.

From this introductory study the children should gain a conception of what plastic materials will mean to them in the future—more durable and more beautiful objects in their everyday lives, from the clothing that they wear to the homes that they live in.

plastics



raw materials



1. weighing raw materials



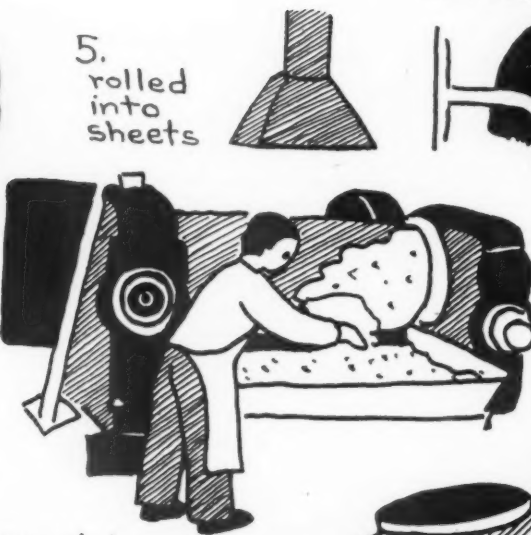
2. cooking raw materials for plastics



3. After cooking, liquid is poured on floor to cool.



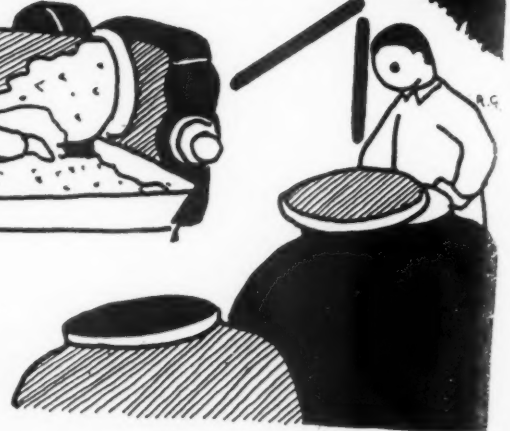
4. Plastic is ground into powder and combined with other materials.



5. rolled into sheets



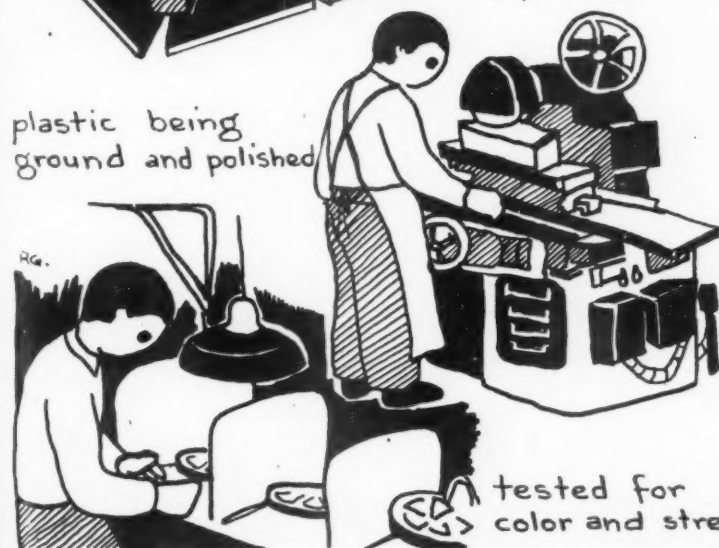
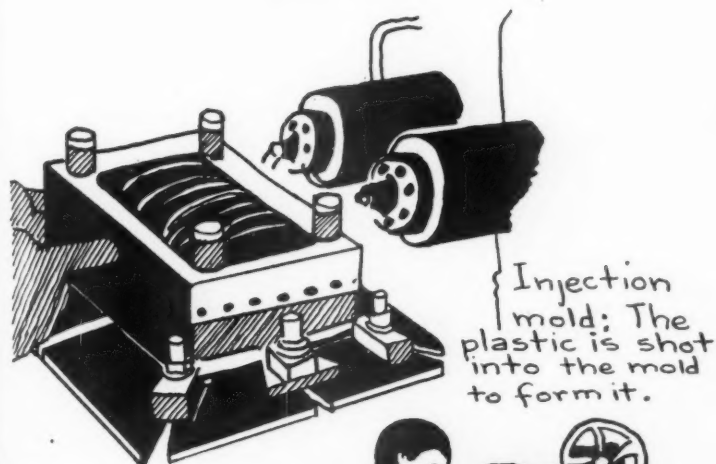
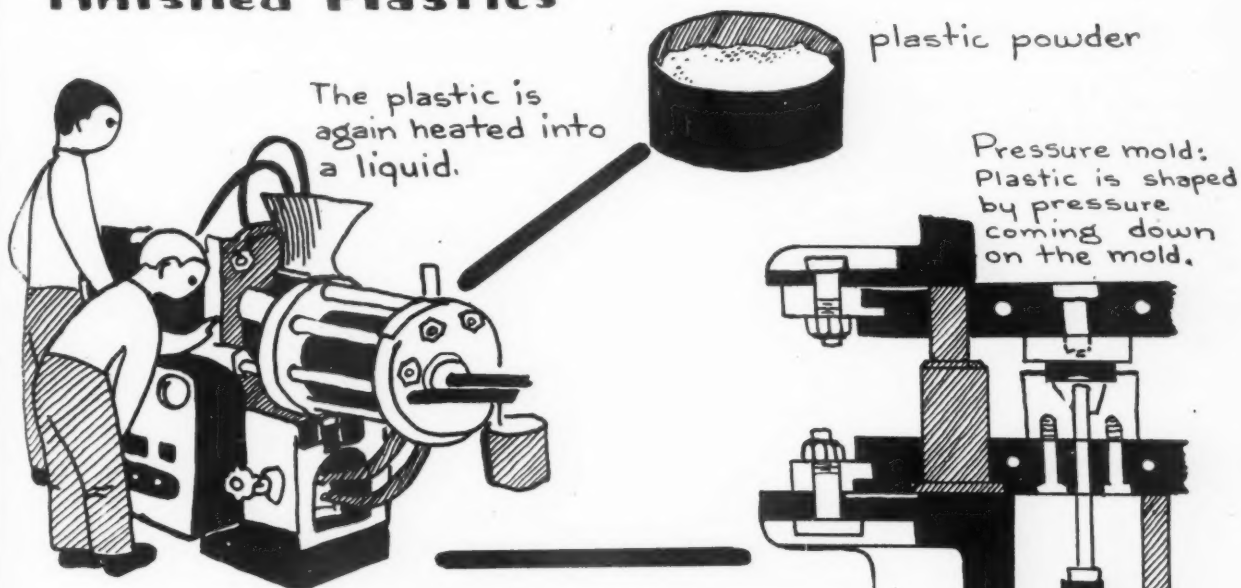
6. melted and poured into blender



7. ripened in storage jars until marketed

MANUFACTURING PLASTICS

Finished Plastics



On these two pages we have shown, in graphic form, the steps involved in producing plastics from which are made those thousands of products which enrich our lives. We suggest that the teacher show these diagrams to the class. The children might work out a blackboard, table, or large paper graph project in which they reproduce (by pictures and captions) the steps in the manufacture of plastics as they learn them. In this way the subject matter of the unit will be recapitulated meaningfully and appealingly. Such a project may also serve to stimulate some of the scientifically minded members of the class to do independent research.

One way in which the project may be carried out is this: The children will first learn what plastics are and use this as a heading for the activity. The definition might be lettered or written on the blackboard. Then they will discover what raw materials are used. These may be written or drawn. Pictures or samples might also serve this purpose. Then, as the children learn more, they add to the material presented on the blackboard, table, or large graph. The project can carry through from the beginning of the unit until its completion with no diminution of interest because there is always "something new" to be added.

The finished project may form the basis of an exhibit which also includes samples of craft products.

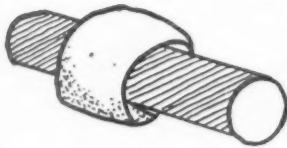
**more about
plastics**

Bracelet



Cut blank form from plastic.

To bend: dip in boiling water.



Remove from water and bend into shape.

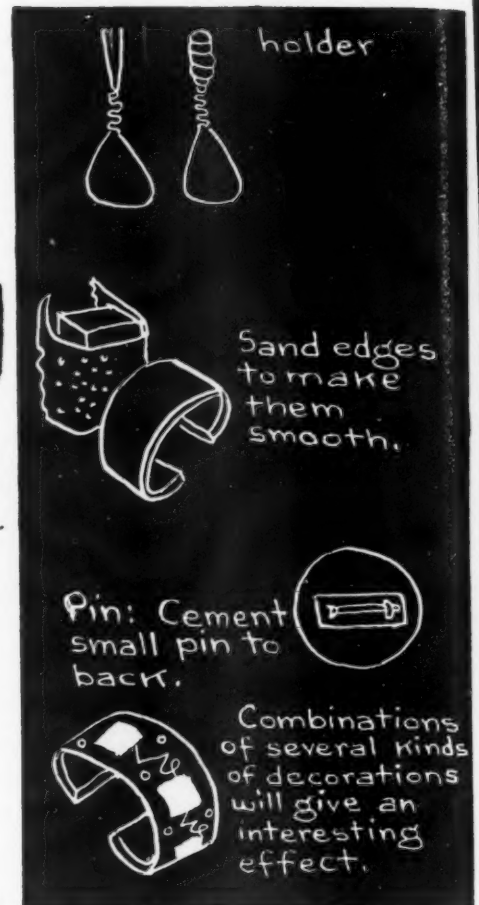
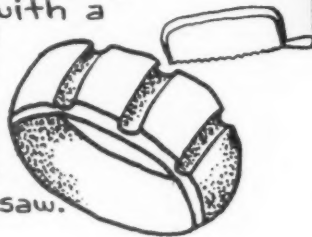
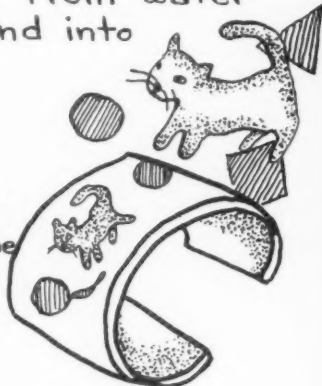
decoration:

Small pieces of colored plastic may be cemented to bracelet.



Etched lines can be made with a needle and filled with enamel paint.

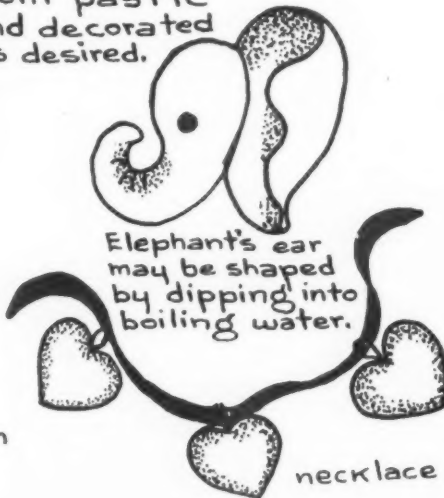
Carve bracelet with a coping saw.



Pins



Basic shape is cut from plastic and decorated as desired.



Elephant's ear may be shaped by dipping into boiling water.



button

necklace

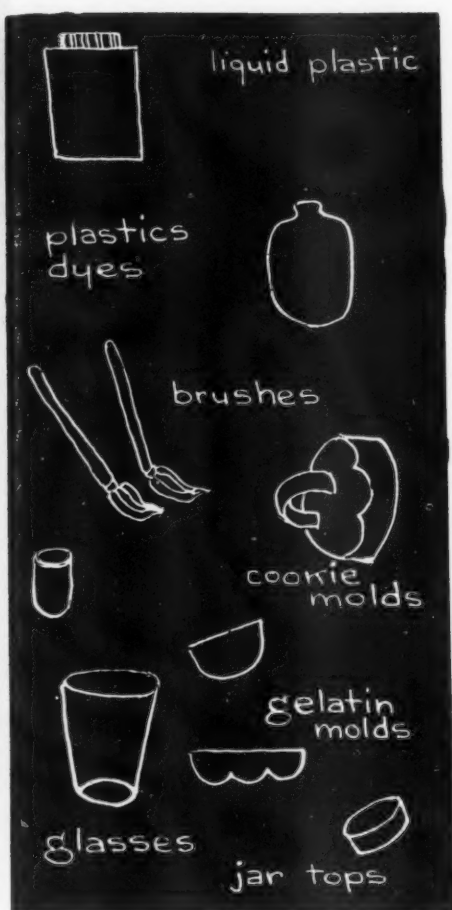
MAKING PLASTIC JEWELRY

To make jewelry of plastic, the following things will be needed: sheets of plastic (there are various trade names and colors), holders for use in dipping the plastic sheet into boiling water, a device for etching the plastic, saws, sandpaper, and wooden blocks.

The holders for dipping may be made by bending wire into two loops, each wound at the top with tape to make handles. The etching device is simply a needle attached to a pencil by means of a rubber band. The sandpaper for smoothing edges of the bracelets, pins, and the like, works better when wet and when wrapped around a wooden block.

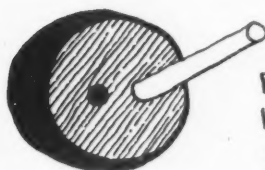
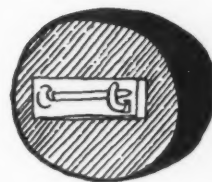
Sometimes bracelet "blanks" may be purchased. If that is done there will be less need to bend but if a larger or smaller bracelet is desired the bending will be necessary.

A necklace may be made by punching holes in small plastic shapes (cut with a saw). The holes may be made (1) by getting the plastic pliable in boiling water and then punching with a sharp instrument or (2) by using a hot, sharp tool.



Pour liquid plastic into mold.

In making a pin, place pin in plastic before it hardens.



Buttons: Punch two holes with a small $\frac{1}{8}$ " dowel stick (orange stick) before plastic is completely hard.



When dry, plastic will fall from mold or gently pry edges free.



Paint or dip into plastic dye.



A small screw eye may be used to make a pendant or necklace.

MOLDING PLASTICS

Very frequently new and unusual craft materials have drawbacks with respect to their use in classrooms. Some are too difficult for general application; some are too expensive. It is fortunate that, during a study of plastics, children can have the opportunity to work with the materials which are not too difficult to manipulate nor too expensive to buy.

Boys and girls will learn that plastics may be molded and also shaped from sheets. This project will demonstrate the molding of plastics. The teacher should point out that the liquid plastic (which may be purchased from most craft supply houses) has been made from the powdered materials about which they have studied.

Any type of nonporous container may be used for molds. If jewelry is to be made, small bottle caps and the like are most suitable. If larger objects are desired (including large costume pins) cookie molds are fine.

In addition to the liquid plastic, plastic dyes are necessary. However, it should be remembered that many fascinating objects may be made from the clear, transparent plastic without the addition of colors. These objects might be carved with a small knife before the plastic has hardened completely.

Interesting designs may be made by using a butter print pressed into the damp plastic.



R.G.

ACTIVITIES IN THE KINDERGARTEN

BUILDING MEANINGFUL CONCEPTS

By YVONNE ALTMANN
KINDERGARTEN DIRECTOR
OSHKOSH, WISCONSIN

So far we have stated factors that influence reading readiness. Now let us consider the steps that the kindergarten teacher can take to prepare her children for reading. First is *building up meaningful concepts*.

Perhaps the greatest contribution which the kindergarten can make to the children's first steps in reading is to enlarge and enrich with experience so that boys and girls enter the first grade with a large stock of ideas, a rich store of distinct and vivid concepts, and a multitude of meaningful associations.

Experiences for acquiring meaningful concepts must be important, real, and varied. Children should be guided into worth-while fields of endeavor. It is important for them to find out what is going on at home and in the neighborhood and community; to discover something of local modes of transportation and communication; to learn something of local industries and trades; and, at least, to have an acquaintance with the natural world in which they live.

How do meaningful concepts assist in reading? First, they aid in *recognition*. If the child has a word in his speaking vocabulary and knows what it means, it will be much easier for him to recognize the graphic symbols for the word once he has been told what they represent. This is proved by the ease with which a child learns the word "candy," in contrast to the difficulty in learning abstract words such as "is" or "can."

Not only does a background of concepts facilitate the recognition of words, it also aids children in finding out new words for themselves through the context of sentences. The context clue is one of the most intelligent and speedy means of recognizing new words. When children read a sentence in which all the words are known except one, they frequently guess this from the general meaning of the sentence.

Second, concepts aid in *interpretations*. We read the "stop" and "go" signs so that we shall know when to cross the street. We read the directions for making a beaded bag so that we may

make the bag correctly. We read the newspaper to find out what is going on in the world about us. We read a bit of fiction for the pleasure it gives us. In every instance we read for meanings. Children's first contacts with reading should be of such a nature that they, too, may read for meanings from the very outset. This necessitates the provision of experiences of the type upon which early reading materials are based so that children may have an apperceptive basis for interpreting what they read. If the kindergarten did no more than this, it would have its rightful part in preparing children for beginning reading.

Abundant provision should be made for excursions to points of interest in the neighborhood and for all types of experiences and contacts, both in the classroom and outside, that will invite direct observation and invoke intelligent inquiry and free conversation. Social activities within the school add different concepts for use in interpreting other types of content in reading materials. Experiences with raw materials can be provided for the children only if equipment and space allow it. In a crowded room with none other provided in the school, this experience is hard to give to the children. It can be suggested that the children watch their mothers handling raw materials at home and tell the class about it. Playing active, interesting games, dramatizing their own and other people's experiences aid in interpretations. Constructive activities should be real, varied, and important. Emphasis should be placed upon the value of the product of construction and not upon the type of material used. Children should not make a wooden toy for the sake of working in wood or make clay vegetables simply for the sake of modeling in clay.

Housekeeping jobs and home jobs have value in broadening concepts. Therefore children should be allowed to help as much as possible. Many games not only afford fun, relaxation, and social development; they also are a stimulus in the field of meaningful concepts.

Vicarious experiences can be gained from stories, pictures, poems, and songs.

Factors Influencing Reading Readiness

I. Right habits, attitudes, and understandings

II. Health

A. Refer to the article in the September, 1947, *Junior Arts and Activities*.

B. The value of milk

1. View a movie on this subject.

2. If your climate permits or if the school is near a dairy, you might take the class on an excursion.

3. Drink milk in school.

III. Steps to take to prepare children for reading

A. Calendar

1. Discuss the new year.

2. Discuss winter.

B. Christmas toys

1. Build up meaningful concepts.

a. Bring Christmas toys to kindergarten.

b. Play with the new dolls in the playhouse.

c. Use the other toys in other play activities.

d. Draw pictures of the new toys.

2. Develop ability to speak with ease and fluency.

a. Discuss new toys.

3. Training in accurate enunciation and pronunciation (See September, 1947, *Junior Arts and Activities*.)

4. Training in problematic thinking

a. Problem: When shall children bring new toys to school?

b. Solve it by discussing the weather and decide that on a day when it isn't so cold they may bring one favorite toy or book.

5. Arousing interest in reading

a. Read the new books to the children.

6. Providing informal and incidental reading experiences

a. Hold book so children can follow text with their eyes.

b. Children try to tell the story by the pictures in the book.

(Continued on page 41)

things do to

This suitcase idea can be used instead of a chart to keep an account of the fulfillment of requirements for admission to the first grade. Each child should be given a suitcase made in the following manner:

Make a stencil for the mimeograph of the outline of the suitcase shown on this page, about 8½" x 5". Note the name of the school and other data. Leave the year blank so that the stencil may be used for several seasons. Mimeograph the stencil on colored construction paper and let the children color the borders and fill in their names (if they can manuscript). The suitcases may then be folded and stapled at the sides.

Before the children start working on the requirements for the fulfillment of each one a colored, marked ticket will be put into the suitcase. Make a chart of the items and put it on the bulletin board. The requirements should be worded as simply as possible and be identical with the small tickets.

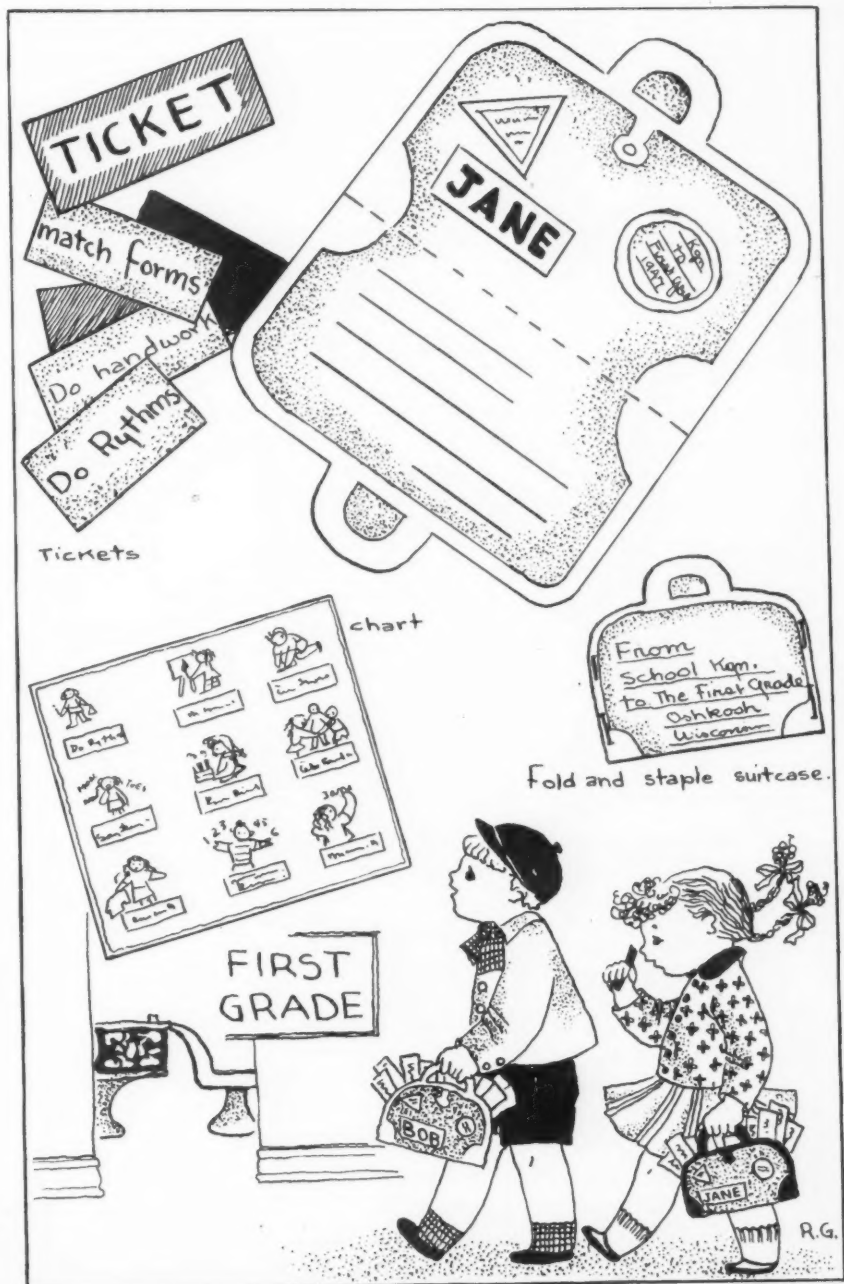
This is a list of the requirements:

1. Count to 20; recognize numbers 1 to 5, value of numbers 1 to 5.
2. Knowledge of left and right.
3. Know street and phone numbers.
4. Put on own wraps.
5. Manuscript name.
6. Tell a story or make up one.
7. Know the eight colors.
8. Tie shoes.
9. Take part in games.
10. Say 15 Mother Goose rhymes.
11. Know a triangle, circle, and square.
12. Sing a song alone.
13. Know a penny, nickel, dime, and quarter.
14. Know birthday and age.
15. Do hand work (cut, paste, color, paint).
16. Say the days of the week.
17. Know the meaning of *est* words: largest, smallest, biggest, shortest, etc.
18. Know opposites: winter - summer, full-empty, up-down, asleep-awake, cold-hot, etc.
19. Match forms.
20. Make up a story from a picture.
21. See likenesses and differences.
22. Rest quietly.
23. Do rhythms.
24. Take responsibility.
25. Have self-control.
26. Know how to be polite.
27. Know how to co-operate.
28. Know how to listen.
29. Take part in discussions.
30. Follow directions.

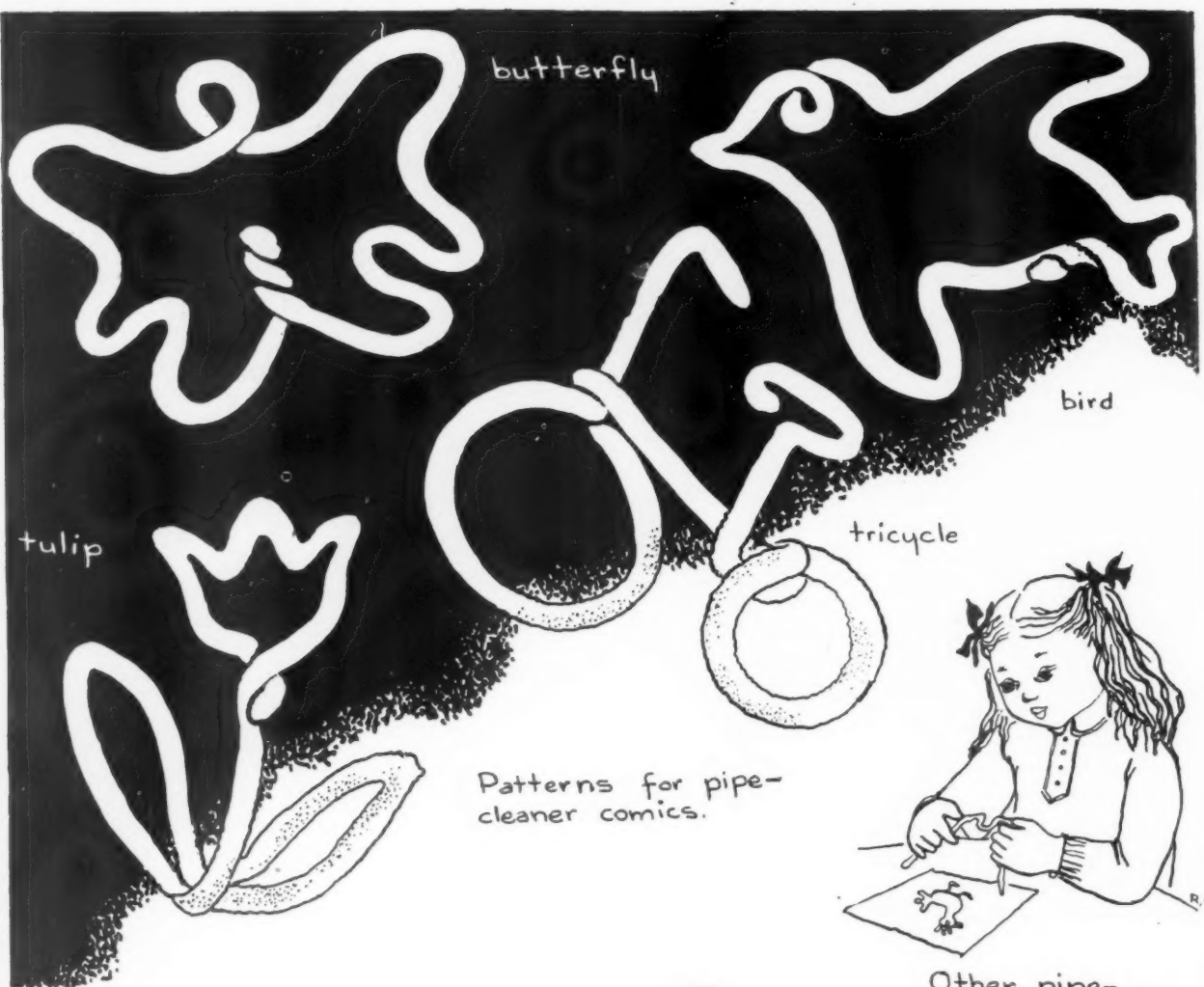
Make stencils of the requirements so that a large supply can be mimeographed at one time. As the children earn their tickets, these are placed in the suitcases.

TRAVELING TO THE FIRST GRADE

By YVONNE ALTMANN



PIPE-CLEANER COMICS



Patterns for pipe-cleaner comics.



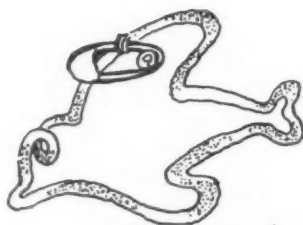
By AGNES CHOATE WONSON

Pipe cleaners may be purchased in a variety of colors and may be used to make favors, lapel pins, and gifts. Four "comics" are illustrated here: butterfly, tricycle, tulip, and flying bird. If the children desire to use their pipe-cleaner comics for lapel pins, a tiny safety pin should be sewn to the back of each.

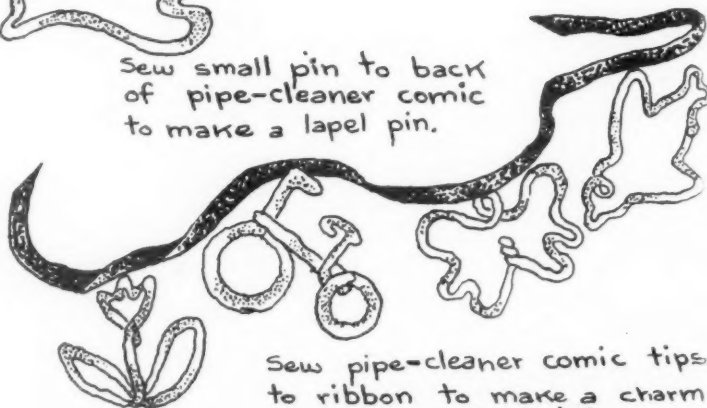
First make a sketch of the desired figure remembering to keep the figures simple line drawings. Then lay the pipe cleaner on the sketch and "trace it in wire." Practice in sketching is necessary so that the drawing shows where to twist. The following suggestions may be helpful.

For the tulip: start at the lower right leaf; twist opposite leaf; make stem and flower; and end under the tulip. For the bird: twist tail; form upper wing, head (with twist for eye), bill and lower wing; and end near tail. For the butterfly: twist two ends of cleaner together for body; bend loop in half for head; twist again; then form left upper and lower wings and right upper and lower wings. For the tricycle: form handlebar, rod, and front wheel; then make connecting bar and back wheel; twist up for seat; and bend.

Other pipe-cleaner comics may be made by following pictures with pipe cleaners.

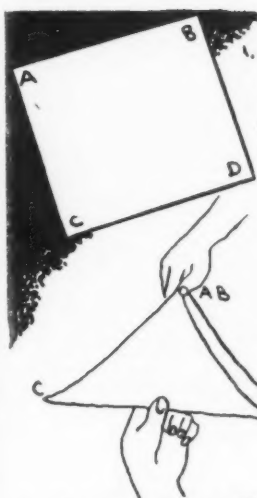


Sew small pin to back of pipe-cleaner comic to make a lapel pin.



Sew pipe-cleaner comic tips to ribbon to make a charm necklace or bracelet.

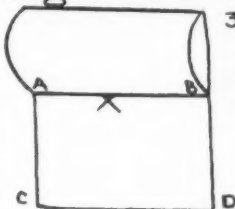
FUN WITH BLOCK LETTERS.



Envelope:
1. Cut large square of heavy paper.

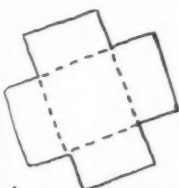
Draw letters on $\frac{1}{4}$ " squared paper.

2. Bring A and B together and pinch at the bottom. Bring C and D and repeat.



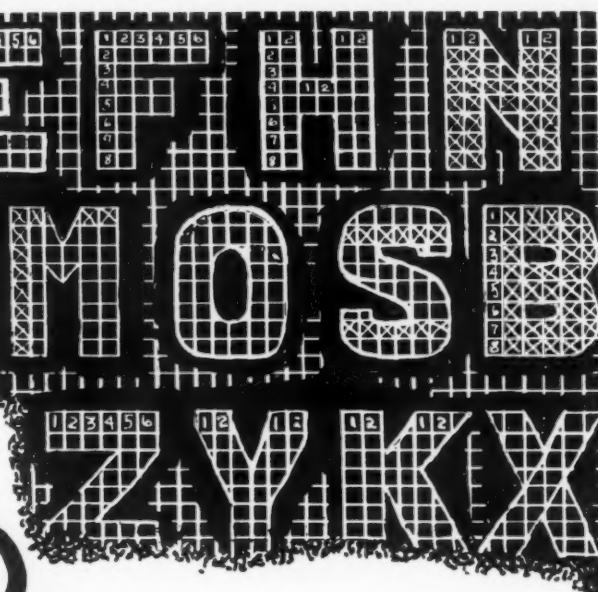
3. Fold A-B to center. Repeat C-D, A-C and B-D.

Folded envelope



4. Open folded envelope and cut corners.

FUN!



Cut letters from blocked paper. Place letter on colored paper and cut.



By STELLA E. WIDER

Distribute sheets of $\frac{1}{4}$ " squared paper, scissors, and scraps of colored construction paper. Make similar squares on the blackboard, using a music liner to make the job easier. Leaving a margin of 2 blocks, draw in an oblong, 6 by 9 by 2 blocks. Skip 2 blocks and make another similar skeleton. The children follow suit. When several such oblongs have been made the children will notice that each outlines an E (minus, of course, the center horizontal block). Then the children make such easy letters as F, H, L, T, and I.

Next, the class is shown how to make an O, N and M, S and Z, and their companion letters. (See illustration.) S always has an O as a foundation.

Now cut one letter from the blocked paper, keeping a $\frac{1}{4}$ " margin on all sides. Place this over about 3 thicknesses of colored paper and cut out the letter on the lines.

There should be at least 6 complete alphabets. When these are finished, envelope paper is distributed. This is squares (14" or 15") of heavy craft paper. The envelopes may be made as shown above left. A complete alphabet should be inserted in the envelopes.

Each may also contain the rules for a game: 1. Put the letters on the table. 2. Each player draws a given number of letters. 3. The first to make 5 words wins. 4. If no one can win, each player draws one more letter and tries again. 5. Letters may be exchanged with any player who wishes.



ACTIVITIES IN WOOD

INDUSTRIAL ARTS FOR TEACHERS IN ELEMENTARY SCHOOLS

By JEROME LEAVITT

(Editor's Note: Mr. Leavitt has had wide experience in teaching industrial arts. The following is an outline report of the course which he conducted at Hampton Institute, Hampton, Virginia. We believe that from this outline teachers will find many ideas about procedure, materials needed, what to teach and so on in their own courses.)

In setting up courses in fine and industrial arts for teachers at the Hampton Institute, Hampton, Virginia, summer session of 1947, it was definitely decided to make these courses practical: practical not only in that most of the class's time would be spent in actually doing shop work, but that the work done would be of a type and on a level of work that could be done by each individual teacher in his or her classroom with the children.

To follow this plan, no special shops or studios were equipped, but the four rooms used for art work during the winter term were used. Tools, equipment, supplies, and materials were, for the most part, those left over from other terms or whatever the students could collect from around the campus or town. Most of those enrolled were rural teachers and this physical set-up paralleled the ones they would have on their return to their jobs.

The following catalogue descriptions of the courses offered will give an idea of the original outline of the courses.

Fine and Industrial Arts in Elementary Schools. Fine and industrial arts are taught as a means of stimulating the child's creative abilities. This course

will deal with creative design, color expression, and lettering along with the selection and the use of the proper media. Both two- and three-dimensional work will be discussed as they relate to the work in the elementary classroom. An exposition will be given of principles for organization and teaching of fine and industrial arts in the elementary classroom.

Industrial Arts, Materials, and Methods in the Elementary School.

In this course the development of the child's creative activity is shown and discussed in connection with analysis of his creative work. The methods of organizing and teaching industrial arts in the elementary classroom are taught in connection with the use of a wide variety of materials. Studies and practical work will be undertaken in the areas of woodworking, metal working, leather working, ceramics, textiles, and linoleum block printing.

INTRODUCTION

The following general outline was adopted for the introduction of both courses.

1. A questionnaire was filled out by all teachers giving the grade and subjects taught.
2. A description of the course was given by the instructor and mention made of courses given by other colleges in these same areas.
3. A definition of terms was made.
4. A vote was taken to see which of the following the teachers were definitely interested in: lettering, creative design, color expression, crayon work, char-

coal work, chalk work, printing, linoleum block printing, bookbinding, paper decoration, ceramics, clay work, cement work, art metal, beaten metal, plastics, marionettes, textiles, weaving, dyeing, basketry, reed craft, leather working, carving, woodworking, plaster casting, soap making, finger painting, water colors, butter making, cheese making, paper making, Keen-Cement work, tin-can craft, sheet metal, electricity, and candle dripping.

5. The course requirements were presented to the students. Requirements included: reports, demonstrations, lectures, readings, exhibits, notebooks, tests, and shop work.

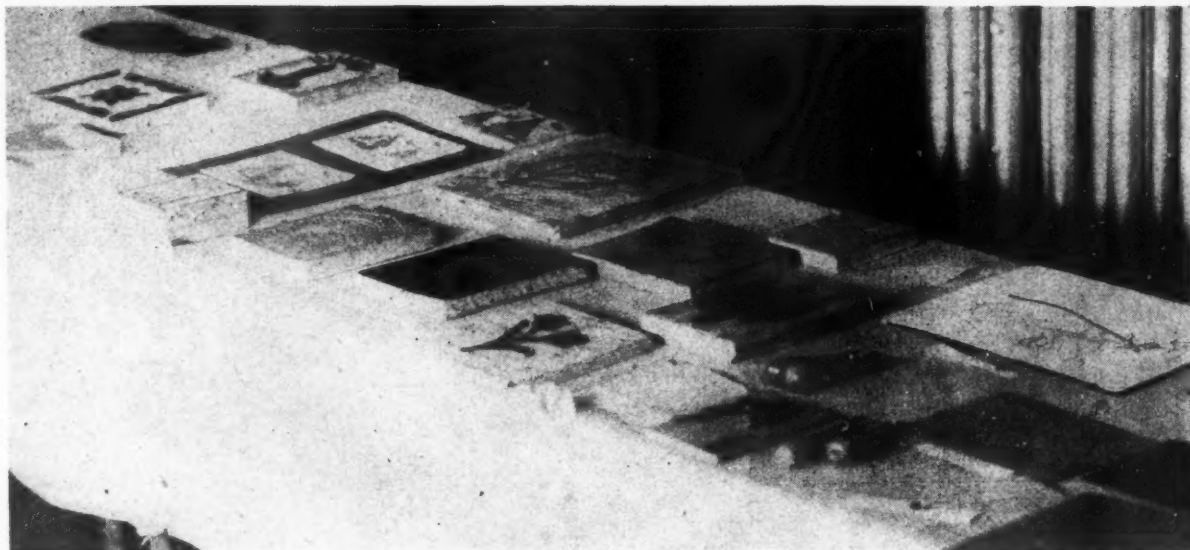
6. The exhibits, demonstrations, and lectures that were to be given by the instructor on books, tools, materials, and processes were listed for the benefit of the students.

WORK SELECTED

Reports and demonstrations by the students covered the following topics: foods, shelter and utensils, transportation and communications, New Year's, Lincoln's Birthday, Washington's Birthday, Easter, Thanksgiving, Christmas, woodworking for younger children, woodworking for older children, leather work, plastics, basketry, art metal, costume jewelry, tin-can craft, weaving, and easy clay work.

The types of work believed to be of most value at elementary level were: woodwork, clay, plaster, metal, plastics, weaving, block printing, carving, lettering, tin craft, finger painting, bookbinding, rubber, and raffia.





DEFINITIONS

Three definitions of what industrial arts means to three different classroom teachers after their having taken a course in elementary industrial arts for teachers:

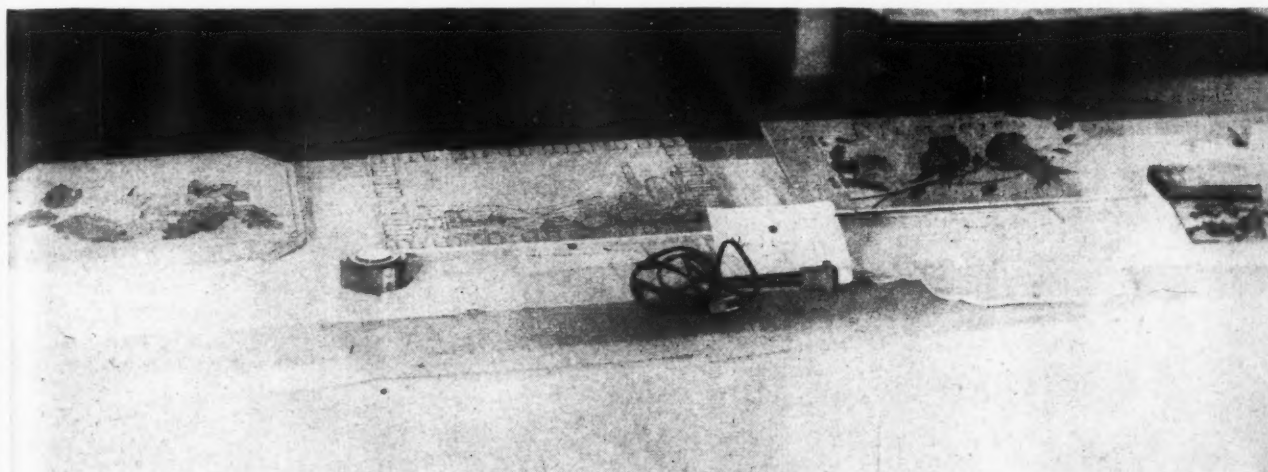
1. "Industrial arts is a study during which a child learns by doing. It

teaches children the art of manipulation which develops as they grow, and it is a most delightful way of expressing and creating. The natural abilities of children are developed in the handicrafts and one can find a need for this during his whole life."

2. "Industrial arts may be defined as

the art that assists us in living in an industrial democracy and helps us to understand and appreciate the ways of industry."

3. "Industrial arts is the transforming of raw materials found in nature by man to benefit him in his living experiences."



THE EXHIBIT

Included in the 27 exhibits were two on books related to the arts in the elementary school. Other exhibits were centered around Christmas, Easter, New Year's, ceramics, woodworking, weaving, leather, plaster, linoleum block prints, tin-can craft, gifts, painting, and design.

These exhibits were illustrated by the use of 304 articles made by the students, 108 pictures or illustrations made or collected by the students, 55 tools or materials illustrating the processes, and 71 books and pamphlets.

These exhibits were set up by the students as their examination, with the thought in mind to develop an activity that they themselves could use in their schools when they returned. Another purpose was to present this material in such a way that other teachers would be interested in this particular phase of the work. The exhibits helped to emphasize the fact that the course was built around the premises of having each teacher become acquainted with the literature in the field, the various media and tools available, and the type of project adaptable to grade-school children.

The exhibit representing Christmas was one of the largest, most complete, and best executed. It contained the central theme of the Christ Child in the manger surrounded by gifts and gift wrappings. On one side was a Christmas scene with a background consisting of linoleum-block Christmas cards and paintings. The entire exhibit was constructed by elementary teachers of materials and designs that can be used with the children.

A large number of fine and industrial art works was represented in clay, painting, paper decorating, etc.

OUR ELECTRICAL HELPERS

By ISADORE M. FENN



DISHWASHER

I am Dishwasher. I save people work every day. I wash dishes for busy people. The dishes are placed in me. Then I wash them clean. I am very careful. I do not break the dishes.

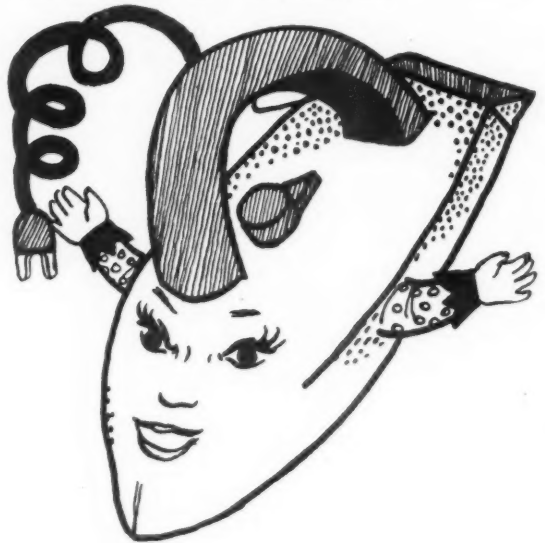


ELECTRIC CLOCK

I am Electric Clock. I do not have to be wound. I keep time as long as my plug is in the wall outlet. People always look at me. I am important! Can you tell time? What time is it? Will you be my friend? I like to make new friends.

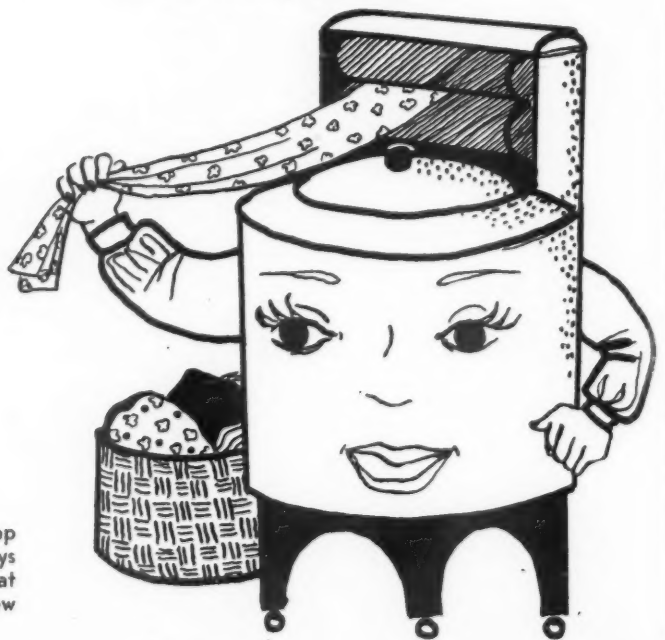
ELECTRIC IRON

I am Electric Iron. I am used for ironing clothes. I do good work when I am used in the right way. I make your clothes look neat. I become very hot. When I'm hot, don't touch me! I may burn you.



WASHING MACHINE

I am Washing Machine. I am a hard worker. I never become tired. Clothes are put into me. I wash clothes nice and clean. I also wring much of the water from them. I am found in the basement in most homes. Be careful. Do not play with me!



OLIVER DILLERDOLLAR

COLLECTS

GRANDMOTHERS

stories AND programs

A NONSENSE TALE

By BERNICE ANDERSON

Oliver Dillerdollar's mother thought she didn't have time for telling stories to Oliver, nor time to bake molasses cookies for him. But Oliver's mother had a "hobby" that gave Oliver an idea: she was a "collector"—always collecting things like antique furniture, clocks, and old glass dishes. So Oliver started out one day to collect grandmothers.

Oliver had heard that grandmothers were full of good stories to tell and that they had time to bake molasses cookies every day of the world. Someone had told him that. He didn't remember exactly who it was.

At the first street corner Oliver met Mrs. Snicklefritz, a very large woman who wore a little hat with a fuzzy feather on it.

"Good morning," said Oliver Dillerdollar. "Do you have time for telling stories?"

"Good morning," answered Mrs. Snicklefritz. "Yes, I have time to tell stories. Time is all I do have."

"Can you bake molasses cookies?" asked Oliver.

"Yes, I can bake molasses cookies," answered Mrs. Snicklefritz.

"Then please come along with me and be my grandmother!" begged Oliver.

So, having nothing else to do, Mrs. Snicklefritz went along with Oliver.

On the next street corner Oliver Dillerdollar and Mrs. Snicklefritz met Mrs. Whippersnapper, a very tall, thin woman who was carrying a parasol.

"Good morning," said Oliver. "Do you have time for telling stories?"

"Good morning," answered Mrs. Whippersnapper. "Yes, I have time for telling stories. Time is all I do have."

"Can you bake molasses cookies?" asked Oliver.

"Yes, I can bake molasses cookies," answered Mrs. Whippersnapper.

"Then please come along with me and be my grandmother."

So, having nothing else to do, Mrs. Whippersnapper went along with Oliver Dillerdollar and Mrs. Snicklefritz.

By the time Oliver had traveled thirteen blocks he had collected thirteen grandmothers who were full of stories to tell and who could bake molasses cookies.

There were Mrs. Snicklefritz, Mrs. Whippersnapper, Mrs. Wheezenwhimper, Mrs. Toddlestepper, Mrs. Jinx, Mrs. Jammer, Mrs. Plankem, Mrs. Twiddlethumb, Mrs. Twaddle, Mrs. Tinkertanker, Mrs. Studdenstrutter, Mrs. Ricker-racker, and Mrs. Fuzzlenozzer!



Oliver had a hard time saying all of their names, and when they all got to Oliver's house, he had an even harder time finding chairs enough for all of them to sit upon, and he wasn't at all sure where they were all going to sleep that night. But Oliver was sure of one thing: he was going to hear plenty of stories and have plenty of molasses cookies to eat!

But something that Oliver Dillerdollar had not counted on was the fact that all thirteen of his collected grandmothers would want to begin telling stories at the same time. Nor had he expected that all thirteen grandmothers would want to begin baking molasses cookies at the same time!

Oliver's ears began to wiggle and waggle with trying to hear all of the stories at once. And after he had eaten two cookies from each of the thirteen batches of molasses cookies he began to feel as if he had eaten at least thirteen cookies too many.

Just then Oliver's mother returned home from a trip to an antique shop where she had been busy trying to find additions for her collection. Mrs. Dillerdollar was overwhelmed to find that Oliver had become a collector, too, and especially a collector of Grandmothers! And, also, that Oliver expected to have all of his collected grandmothers live in the Dillerdollar house!

Mrs. Dillerdollar sat down on one of her antique chairs, and, after carefully laying down an armload of old glass dishes that she had just been collecting—she fainted!

All thirteen grandmothers ran to her with smelling salts and cold packs for her head.

Oliver ran upstairs and hid under his bed. He thought that there might be the best place in the world for him for awhile.

WINTER FUN

A PLAY IN RHYME

By JEANNETTE B. PETERSON

CHARACTERS: *A group of neighborhood children: Jimmy, Janey, Nell, Joe, Helen, Dan.*

SCENE I: *Any snow-covered hill where children play together.*

JIMMY: See my new red sled, now isn't it swell?

JANEY: And see my skis! What do you have, Nell?

NELL: Silvery skates, see them sparkle and shine!

JOE:

I'm Joe, kids, and I like your gifts fine,

But see my warm snow suit, black trimmed with gold . . .

You'd better dress warmer or you'll all catch cold.

NELL: That's right, Joe, I forgot my boots. *(Nell exits.)*

JIMMY: Janey, come on, let's get our snow suits! *(Janey and Jimmy exit.)*

JOE (calls):

Ned and Helen, come on out and play . . .

It's a bit cold, but a wonderful day! *(Ned and Helen enter.)*

NED: We saw you out here, so we hurried to dress.

HELEN: We're certainly warm, but aren't we a mess?

JOE:

I guess it is better with old, warm clothes to play,

I'll change now, I'm getting my sled anyway.

(Joe exits. Jimmy and Janey enter.)

NED: Here are Jimmy and Janey, now we can have fun.

HELEN: O.K., Ned, I'll slide and you run!

(Joe enters.)

NED: Oh, no, I'll slide and you ride on my back.

JOE:

That's dangerous—you might end in a stack

In a deep pile of snow;

Get chilled and be sick for a week or so!

JIMMY: Janey, you'd better take the first turn on our sled.

JANEY: Thanks, Jimmy, why don't you take turns, Helen and Ned?

HELEN:

Well, it does sound safer to me,
Riding double we could hit a rock or a tree.

NED:

Or else run into a drift of snow;
Your turn, Helen, girls first, you know.

SCENE II: *Same hill later.*

NED:

It's fun sliding down, but like Jack and Jill,

It gets harder and harder to climb up that hill.

HELEN: Let's do something else—like model with snow.

JIMMY:

Yes, it packs down well; say, kids, I know!

Let's build a fort and have a snowball war.

JANEY: Well, you all fight, and I'll keep score.

JIMMY: Why, Janey, why are you afraid?

JANEY:

Yes, remember our little neighbor Tommy Blade?

His eye was cut and sore all winter long,

Hit by a snowball, and that's all wrong.

JOE:

That's right, we want to have lots of fun

But not hurt ourselves or anyone.

HELEN:

Then let's model animals in the snow,
Or a snowman, or anything else we know.

NED:

Mmmmm, I have some paint in the cellar,

We could paint a snowman up to be quite a "feller"!

JANEY: We could play fox and geese, it's easier and fun!

JOE:

But, Janey, when all of this modeling is done

We'll have something quite different and new

And our mothers and dads will be proud of us, too.

JIMMY:

Tomorrow we'll play fox and geese, that'll be keen,

We'll watch people gather to see our snow scene.

SCENE III: *All children on stage except Joe. He enters.*

JOE: Hello, everybody, am I the last one here?

JANEY: Yes, Joe, and you've missed some fun I fear.

NED:

Already some people have gone slowly by,

Each admired our work with a smile and a sigh.

JIMMY:

Yes, all in all there was quite a mob,
But only a few asked who did the job.

HELEN:

Well, here comes another, the new boy in school.

His folks bought the house down by the pool.

JOE:

His name is Dan; he's in my grade—
Hello, Dan, did you come to see what we made?

DAN:

Oh, yes, and I brought my new camera, too.

May I snap your statues, and each one of you?

ALL (smiling): Yes siree, Dan. How shall we stand?

DAN:

Stand by the statues, and each put up one hand

As if you are giving them one last little touch.

I'll treasure this picture I take very much.

(Children assume positions.)

There now . . . that picture is taken.

JOE:

Well, take your camera home, and don't be mistaken.

Then come right back and join in our fun,

We always have room for another one.

DAN:

Oh swell! And thanks a lot, Joe,
I like the way you all have fun in the snow.

POEMS FOR JANUARY

MAGIC WORDS

There are three very pleasant words
That I have learned to say;
I use them every day at home,
At school, and in my play.

They're very simple words indeed—
Just: pardon, thanks, and please.
But oh, the pleasure I can give
And gain by using these.

—Etta Mai Scott

A SONG ABOUT UNDER

My head is under my hat,
my mouth is under my nose,
my foot is under my knee,
and the earth is under my toes.

The tree is under the sky,
the clay is under the root,
and rock is under the clay
as the earth is under my foot.

—James Steel Smith

WAITING FOR THE POSTMAN

Postman. Postman,
Will you ring the bell?
Postman. Postman,
Wish that I could tell.

Hurry, hurry up the street.
I like letters folded neat.
Bring me a pink one.
Pink ones are best.
Bring me a pink one—
Keep all the rest.

Postman. Postman,
Ring the bell
Or I won't like you
Very well!

—Elva June Stark

ALWAYS BE CERTAIN

Skating is jolly for you, and for me,
But surely, there's one thing on which
we'll agree—
Never go out on the ice till you know
It's firm and it's safe,
Then away you may go!

—Belle D. Hayden

WEATHER IN DIFFERENT PLACES

The weather has a lot to do
With people everywhere;
In places where the air is dry
The sun has such a glare
It burns the skin and makes it brown;
Light clothes the people wear.

But in the land of ice and snow
The sun is not so bright,
And people there wear heavy clothes
Morning, noon and night;
The winds are very strong and cold
But they keep warm all right.

—Helen Kitchell Evans

POPCORN PEOPLE

Mother Popcorn
Is so fat,
On her head
She wears a hat.

Daddy Popcorn
Is very thin,
With brown whiskers
On his chin.

There are Popcorn children
By the dozens—
Sisters, brothers, and
Some cousins.

But we eat them
Every one,
And popping them
Is lots of fun!

—Anne Murry Movius

THE SNOW

Out we go
Into the snow—
How it creaks,
Speaks, and squeaks!

How it drifts,
Blows and lifts
Flakes around
On the ground.
Now we slide,
Slip and glide.
Out we go
Over the snow!

—Elsie Melchert Fowler

SNOWSTORM CIRCUS

Beneath the dark gray tent of sky
The snow comes tumbling down.
I watch each flake and make believe
It is a jolly clown.

And when the wind roars like a drum
I laugh and clap my hands
Pretending that I really hear
The blaring circus bands.

—Gail Brook Burket

STARS TONIGHT

How bright
The stars tonight!
Come out and see
The Great and Little Bear in flight,
The Hunter after;
Under Heaven's azure rafter
Cassiopeia, golden queen,
Sits on her golden throne, serene;
Lifts her lorgnette,
The pale Pole Star,
And peers at our earth's small, painted
screen.
How bright,
How near and real the ancient, ageless
Stars tonight.

—Marion Doyle

SLIDING

The smoothest place of all to slide
Is a banister,
I know — I've tried!

But if your house is all one floor,
You must do your sliding
Out of door.

On Grandpa's farm, when harvest's done
Strawstack sliding —
Oh, what fun!

And the cowshed roof—low, sloping,
wide,
What a thrilly, spilly
Place to slide!

But any old hill or slippery street
Is a slidey place
For children's feet!

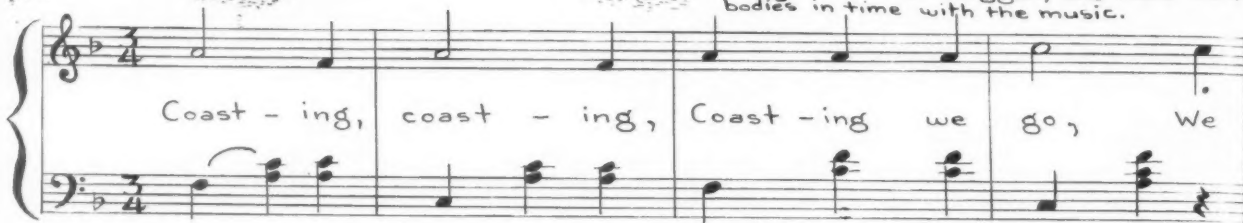
—Adelyn Jackson Richards



COASTING SONG

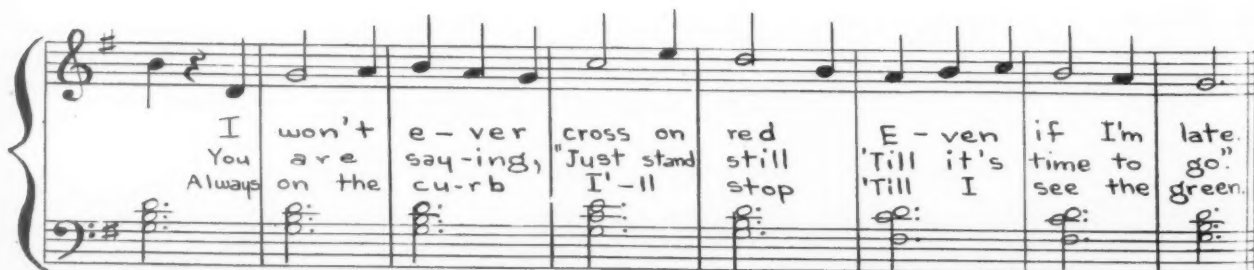
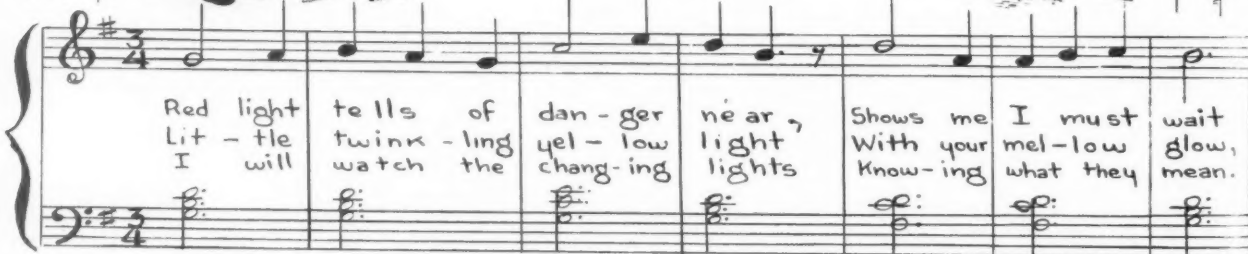
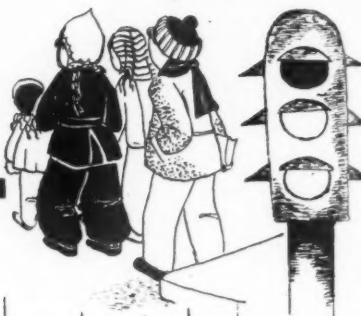
words and music
by
Elizabeth Seatter

Children sit on imaginary toboggans, six or eight on one toboggan, and move their bodies in time with the music.



FRIENDS at the CROSSING

words and music
by
Lillie M. Jordan



INTRODUCING BOOKS FOR READING

art music AND literature

A great deal has been said and written about the subject of reading: how to teach children to read, what sort of materials to give children of different age groups, how to arouse interest in reading, and why children must learn to read. We do not propose to deal with anything but the introduction of books for reading—reading by the children. What kind of books? When should they be introduced? What backgrounds should the children have before being presented with books for reading? What methods should be used in introducing children to books?

PRESENTING BOOKS

Taking the list backwards, let us discuss methods of presenting books. In some communities and homes children are familiar with books from babyhood. There are books about the house. There is the example of mother and father reading to themselves and aloud to the children. There are trips to the library. With these factors present, the child needs little, if any, impetus at school. He wants to learn the mechanics of reading so that he, too, may enjoy books as his parents and brothers and sisters do. But what of children who do not have this background?

It is our belief that merely reading to children is not enough either to encourage them to learn to read or to make use of books for their own pleasure. We should, however, put it first on the list of things the teacher may do in this field.

Next, making use of the children's natural curiosity is an excellent device. We should, on all possible occasions, say, "Find a book that tells you," in answer to children's questions rather than to give a direct answer. Of course, we should always be prepared to assist the child in reading a book which is above his level. The idea is to make books real and useful things to children. (Incidentally, this is a fine habit for later years when dictionary and other references are increasingly important.)

Another method is the reading period. Even before the child can read, there

ought to be a short time allotted each day (or several times a week) for "reading." The books should be arranged on tables—they need not be expensive books or even books entirely within his comprehension—for the child to browse through and look at the pictures. If the period is kept short, the child will not have time to become restless and bored. As a matter of fact, the shorter period will have the effect of stimulating children's reading desire since they may have to stop in the middle of something which really interests them.

Finally, we should enlist the help of parents. Ask them to get their children library cards, take them to the library, withdraw books for the youngest ones, have books around the house, and be available from time to time to read to and with their children. Here again the caution of short reading schedules should be inserted. The restless or bored child will soon look upon reading as a chore rather than a delight.

BACKGROUNDS

Since the children's backgrounds do in fact vary, there is little the teacher can do to make them uniform. One outstanding thing, of course, is that children have some facility in reading. All children do not progress at the same rate in learning to read and, unless books are chosen more with an eye to their contents in vocabulary than to their story value, it is not possible to have a collection which everyone can read with equal ease. Thus, children should be directed to ask the meaning of words they cannot understand or read. They should be told that even adults must look up words in the dictionary or ask others their meaning. Depending upon the method employed in teaching reading, the children should be told to guess the words from the others in the sentence or to sound them out phonetically. (The phrase, "by sounds," might be used.)

In other words, books should not be chosen with definite levels in mind although general suitability (discussed below) is a factor.

WHEN SHOULD BOOKS BE INTRODUCED?

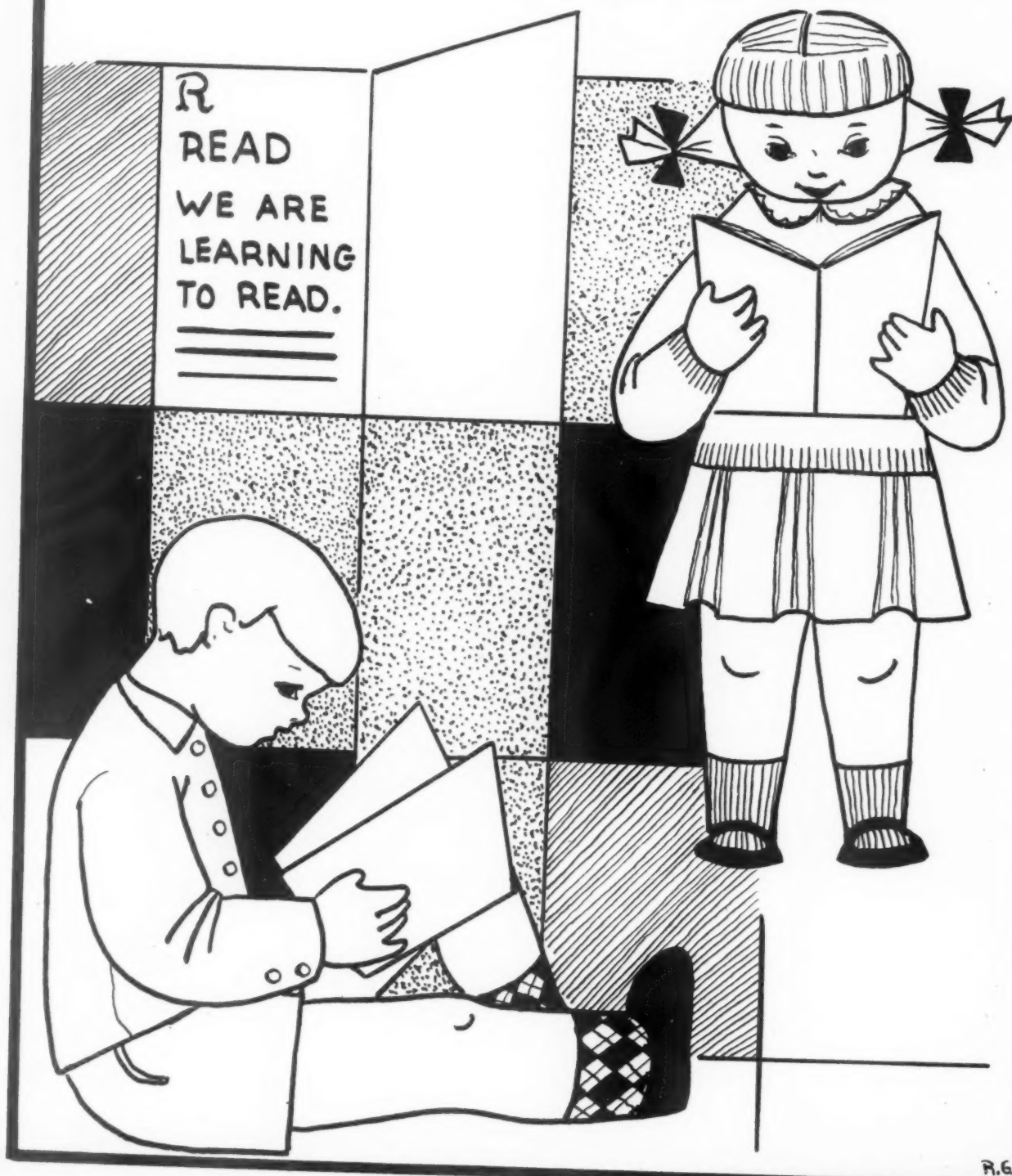
When should books for reading be introduced? Just as soon as possible! If the classroom has the reading-period habit even before skills are acquired, the children will be anxious to use what little knowledge of reading they have for practical purposes. For example, notebooks made in the kindergarten having simple sentences accompanying the pictures should be given to the children while they are still using their preprimers or even reading-readiness books. They should be encouraged to figure out the sentences and to retell the stories. ABC books also are usually simple enough so that children with few reading skills can grasp their meanings. In other words, if "we learn to do by doing" is true, "we learn to read by reading" is equally appropriate. The teacher should be on hand to encourage, help, take the children across the rough spots but she should be a positive rather than a negative influence. She should say "Try to read" before she says, "Look for another book which is easier," and "You can do it," never "That's too hard for you," or "I'll find you an easier book." Incidentally, if the teacher reads a book herself while the children are in the free reading period—with the understanding that she may be disturbed when necessary—the atmosphere will be more pleasant and purposeful.

KINDS OF BOOKS

Finally, what kinds of books should be presented to beginning readers? We should like to give a blanket *all kinds* but we realize that we must be more concrete. Colorful picture books with simple stories are a must. So many are now available for so little a cost that every classroom may have a goodly supply. Incidentally, since illustrations are important, the teacher should choose books with good pictures—in good taste, good design, good artistic qual-

(Continued on page 46)

WE LEARN TO READ BY READING



SNOWMAN BOOKMARK

Encouraging children to read can be done in many ways. One is to correlate reading and manual activity. Making a seasonal bookmark is an excellent device. We have chosen a snowman (and woman) but any other design may be used, of course.

Children should sketch designs on lightweight cardboard and then color them. Water colors may prove most suitable since they will not rub off onto the pages of the book. The designs may be cut out and inserted in the reader's place. A space may be left (see the designs we have shown) for lettering "My Place" or some similar phrase. This will encourage children to use their knowledge of spelling and lettering.

Older children may sketch their designs on paper which may be cut and folded as shown at the bottom. Then the design may be slipped over the edge of the page for a different type of marker.

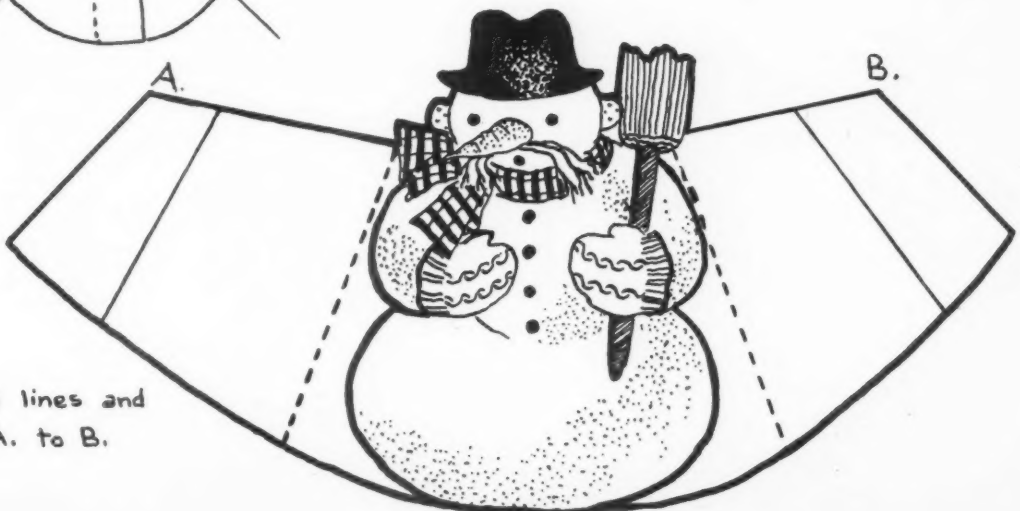
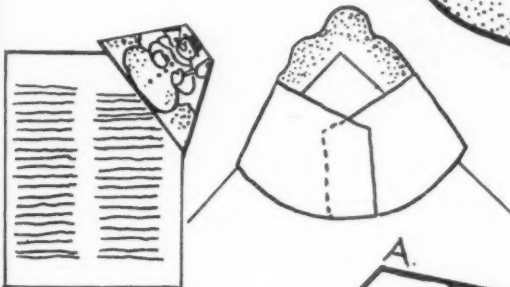
An extension of this activity may be the making of book plates to show ownership of books.



Mr. Snow Man



Mrs. Snow Man



Fold on dotted lines and
paste end of A. to B.

SEWING AS A CRAFT ACTIVITY

INTERMEDIATE AND UPPER GRADE STUDY

By AMY SCHARF

INTRODUCTION

It wasn't so many years ago that sewing for girls was taken as a matter of course—naturally, every girl learned to sew for both very practical and also aesthetic reasons.

The machine age, or the advent of great factories which could turn out hundreds of well-made dresses in a single day, discouraged and almost eliminated the learning of sewing in the home. At most, girls usually just learned to darn a sock or sew up a ripped seam.

Even today, with the renewed interest in craft activities, sewing has not been considered as carefully as it might be and has never been exploited to its fullest possibilities as a craft.

The purpose of this article is to present it in that light and give the teacher a program to follow and suggestions as to how she might carry it out. We cannot in this article go into a consideration of sewing as a trade or its features as a most desirable accomplishment for very practical reasons. We shall, in the main, treat the subject as a *craft* activity.

MOTIVATION

The motivations for the study may arise from some classroom problem—the need for simple costumes for a play, dressing costume dolls for a diorama, the need of new curtains for the windows of the classroom, and so on.

Or, the teacher may use an artificial motivation by showing pictures of embroidery, or the discussion may be led off with the fact that dress hems must often be lengthened in order to keep up with growing girls.

PROCEDURE

If the children have had no experience in sewing then, of course, the first thing is to teach them how to hold the needle, how to back it with the thimble. Then they should learn to sew in a straight line, taking small, even stitches. This can be done on scrap material—cotton is best—using rather large needles that are easy to thread and easy to handle.

This simple, straight-line sewing should not be done for very long at a

time because this work is dull and the children may become discouraged with the whole idea of sewing if they must do such uninteresting exercises for long periods of time.

When the children are first learning how to sew, and even if they have had some sewing experience, they should use a material that is easy to sew—cotton, as we mentioned before, crash, muslin, and so on. Cotton thread is best to use, too, because it is easier to handle and also it is stronger.

After the children have mastered basic techniques, they are ready to practice more advanced work. There are many excellent books on sewing (plain and fancy). These books contain discussions of, explanations of, and illustrations of many stitches which are desirable to learn. Obviously, it is not possible for us to give all these stitches and show their execution, however, on the project pages following this article several stitches are illustrated and projects for their utilization given.

Also, such a readily available reference as the *Encyclopaedia Britannica* (Volume 11, "Home Sewing") has a very good discussion of the primary steps in learning how to sew.

We shall presume that in the learning of the various stitches the children practiced making the stitches by sewing some actual article—a hem line, a bit of decorative applique, or embroidery, and so on. But now that they know *how* to sew and have had some actual experience in sewing, the teacher is confronted with the problem of how the sewing activity is to be carried forward as a *craft* activity.

SEWING CRAFT ACTIVITIES

Just as any craft—woodworking, soap carving, weaving, and so on—there are usually two objectives to be kept in mind: (1) to make decorative articles (2) to make useful articles. Sewing offers an extremely wide range for both.

The making of costume-doll clothes is one possibility for a craft activity. At first these clothes will be simple, in accordance with the children's skills. Very plain Dutch costumes are good, as are Indian costumes. The dolls to

be "costumed" may be obtained at very little expense (10c to 25c) at almost any toy counter. The teacher might encourage a whole collection of these dolls, the children attempting more difficult costumes as their skills increase.

The making of these costumes leads into learning how to follow patterns. The patterns should be very simple at first (they may be bought or the teacher can make them). Perhaps studying a very simple pattern for a real dress, seeing how it is marked, how to lay it out, and so on will be of value.

The concepts of folding the material and cutting it will also be introduced. And at this point the children can begin to learn how to pick out material suitable for the purpose to which it is to be put.

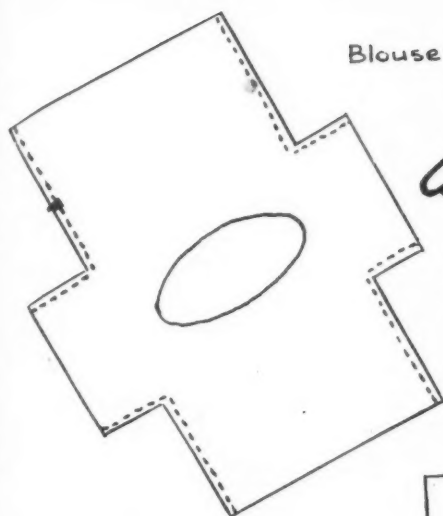
Embroidery work is another activity. It is possible to obtain embroidery patterns for tea towels and other articles from almost any ten-cent store. However, we do not recommend that the children follow these patterns. They should look at such patterns, see how the designs are marked and stamped, what directions are given, and so on. Then they should make their own designs. These designs that the children themselves make may be sketched and then transferred to cloth by a simple process.

But sewing need not be limited to a narrow, special field. There are many things which the children can make—mittens, colorful aprons (on which they can embroider their own designs), samplers (the making of these may be correlated with studies of colonial America), and many other things.

If desired, and if their skills warrant it, the children may make simple articles of apparel for themselves—the popular full, peasant skirts, for example, are not difficult to make. If patterns have not been introduced before in the making of costume dolls, they should be at this time. Again we emphasize the fact that patterns be simple and in addition, very carefully explained to the children.

APPRECIATIONS

In addition to any actual skills
(Continued on page 46)

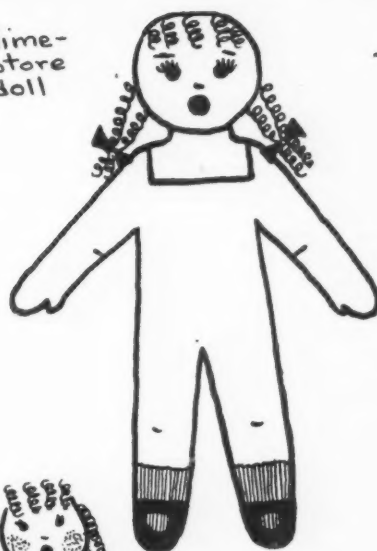


Blouse

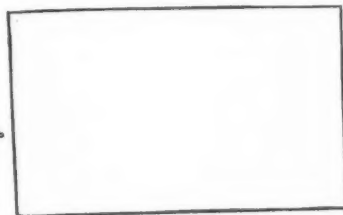
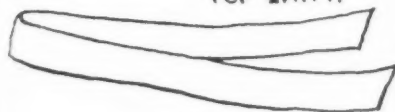


Cut pattern with opening for head. Sew along dotted lines.

dime-store doll

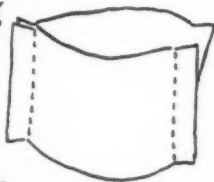


Skirt:
Cut two pieces for skirt.

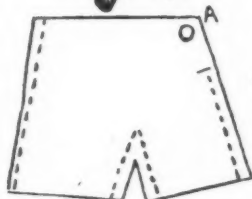


Skirt belt: Cut belt long enough to tie in a bow.

Sew skirt and leave opening for placket.



Gather skirt to belt and sew firmly. Leave placket opening in back of skirt.

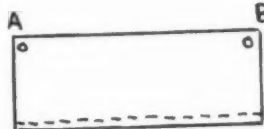


Pants:

Cut two pieces and sew along dotted lines. Leave placket opening and sew snap at A.

Hat:

Cut one piece of each, and sew dotted lines together. Attach ribbon at points A and B.



Tie end of belt in a bow.

USING SIMPLE PATTERNS

Almost all little girls (and older ones, too) like to make doll clothes. Many times they make them in a hit-or-miss fashion when actually this enthusiasm can be employed to lay the foundation of accurate pattern use and sewing technique. The patterns shown on this page are simple enough for even the youngest children. The point is to use them with direction and skill.

With a rudimentary knowledge of sewing the teacher can help her pupils to use the patterns well. First it is necessary to draw large and accurate paper patterns, following the suggestions given on this page. Then the patterns should be pinned to pieces of cloth (mother's scrap bag might be "raided" for the purpose), and the cloth cut.

Older children may devise patterns not quite so simple, such as those requiring cutting on the bias. An introduction to pattern markings might be made by bringing into the classroom standard patterns and discussing them—their markings and notchings.

Finally, the actual sewing should include attention to the smallness of the stitches, straight-line sewing, principles of gathering, and the like.

AUDIO-VISUAL AIDS

NATURE STUDY

IN GRADES TWO AND THREE



Before discussing the type of audio-visual aids suitable for the second- and third-grade nature program, let us look at a list of topics commonly considered during these years. This includes plants (their changes in fall and spring); animals (their changes in fall and spring); seeds and bulbs (how plants develop from these); specific animals such as cow, sheep, horse, canary; natural phenomena such as the wind—in grade two. In the third grade insects of various types; more about various plants, seeds, and bulbs; natural phenomena such as water, air, fire; seasonal changes such as those observed in planets and shadows; specific animals such as dogs, wolves and foxes, hens; wild flowers and weeds are a part of the usual course of study.

When children reach second and third grades they have a certain amount of skill in reading and in reasoning. They are beginning to be able to co-ordinate visual and aural impressions into a coherent pattern without too much help from the teacher. Here, then, is a good place to begin making and using charts. Essentially there are two kinds of charts: those which are purely diagrammatic and those which are illustrated for additional interest. Children of this age level will be more interested in the latter type.

The best charts are those which the children make themselves. These, based upon their learning experience, will be the results of critical thinking, analysis, and logical development of ideas. The one disadvantage is that they must wait for completion until the children have the necessary background. They are a definite help in the learning process since they bring all the subject matter into correct focus. Charts should be made as a part of the unit particularly in those studies connected with growth, seasonal changes, insects, and natural phenomena. They should form a part of the class record of the activity.

Of course, charts made by the chil-

dren following this plan are not really visual aids to learning since the learning comes first, so to speak.

Therefore, charts made by the teacher, by previous classes, or commercially are highly desirable in assisting children to learn by seeing graphically the material of the subject at hand. Where to obtain these charts when there are none from previous classes and when the teacher has no time to make her own is the problem.

Unfortunately, most firms which produce charts for classroom use do not have any simple enough for direct use in second- and third-grade classes. Almost all need to be adapted. This deters the teacher from purchasing them since it seems a pity to spend money for something one does not find completely satisfactory. Nevertheless if there are such charts purchased for upper grades they can be used in the lower grades with suitable changes. They should not be overlooked simply because they are not *exactly* what the teacher needs and wants. Intelligent adaptation will make them very useful and much better than no charts at all.

Certain firms offer charts to teachers without cost. Generally, these, too, must be adapted for use in grades two and three. However, there seems to be a greater inclination to make the adaptations since there has been no initial expenditure. Examples of this type of chart can be obtained from Church and Dwight Co., Inc., 10 Cedar St., New York (a bird chart); and the United States Department of Agriculture, Forest Service, Washington 25, D. C., (charts on the growth and use of trees). We suggest that teachers scan current magazines for offers of charts by advertisers.

How shall charts—however they are obtained—be used? First of all, posted on the bulletin board, they arouse interest and comment before the study has begun. They should not be allowed

(Continued on inside back cover)

BUILDING MEANINGFUL CONCEPTS

(Continued from page 24)

c. Children repeat with teacher the nursery rhymes that may be in some of the books.

7. Knowledge of left and right

a. Children watch teacher read.

b. Teacher can also use finger to point to words from left to right.

8. "Treasured Christmas Toys," January, 1945, *Junior Arts and Activities*, gives a detailed account of this activity in the kindergarten.

CHOCOLATE

(Continued from page 12)

and art appreciation is accepted; why not training in palate appreciation? What we mean is, appreciation of flavors, a willingness to experiment in foods, an emphasis upon the taste rather than upon the quantity of food.

We recognize that growing children need a wide variety of food and that in good quantity, but too many of them become adults and do not enjoy many types of food simply because they have never eaten a specific variety and "just know" they wouldn't like it or because, tasting it with prejudice, they find it different from any they have ever had.

Also children might learn the function of taste—that it is an aid to appetite, an insurance that sufficient quantity and type of food will be eaten to satisfy the needs of the body. Over-indulgence in food may dull the taste and spoil the appetite.

REFERENCES

Cacao (Washington, D. C.: Pan American Union, 5c)

Write to the Hershey Chocolate Company, Hershey, Pennsylvania, for booklets and other information.

USING PROJECT MATERIAL

(Continued from page 3)

whole activity will be much more successful and meaningful.

Another thing the teacher might do is to emphasize the practical side of sewing. She can point out to the girls what a great personal help it is to them if they are able to keep up their clothes—sew up a ripped hem, repair a buttonhole, make simple but colorful summer skirts, and so on. Personal appearance is very important to young girls and if the sewing activity is presented to them with the idea that it will make them more attractive, its chances of success are greatly increased.

TEACHER'S CORNER

NEWS AND DISCUSSIONS OF INTEREST TO TEACHERS

We are here to serve the teachers. Help us to help you!

Teachers are invited to send to this department ideas and suggestions that will be helpful and interesting to teachers. One dollar will be paid for each contribution accepted. Send your ideas and suggestions for this page to Teacher's Corner, Junior Arts and Activities.

A MUSIC GAME

A fascinating music game can be worked out which the children will enjoy playing and at the same time become familiar with the notes on the treble clef.

On small pieces of cardboard draw a treble clef as illustrated. Then write notes, the letters of which spell out words—BEAD, BEE, EGG, FACE, BABE, CAGE, BADGE, and so on.

On the same size pieces of cardboard draw pictures of the words which have been spelled out by notes, see illustration.

The object of the game is to match each word spelled out by the notes with the correct picture. The note cards should be put face down and thoroughly mixed together while the picture cards are left face up. Each player draws one note card at a time and



places it face up in front of him. If he can match the notes which spell out a word to the correct picture he may draw another card. The player matching the most cards and pictures is the winner.

Many words with corresponding pictures can be worked out in addition to the few which are given on this page for illustration.

—Elizabeth Oberholtzer

GETTING READY FOR THE DICTIONARY

Do your second grade children have a difficult time spelling the words which they need in writing their letters and stories? You may have found, as I have, that if you write words on the blackboard at their request, the compositions begin to sound surprisingly alike. The same words are used over and over in all the compositions instead of a wider variety, as is desirable.

Our solution was this: fill a box with fifty word cards, arranged alphabetically with an index guide. The children help to select the vocabulary they need. (Incidentally, they are

quick to turn down words that are "too easy.") They understand that we do not want our box cluttered with cards that will not be used very often.

Supplemented by the word list in the back of the spelling book, which also gives practice in using the alphabet, the word cards in the box help make each child more independent.

Some words are of local or seasonal interest. We have kept the number of words fairly small so that hunting for them does not take much time.

Yes, the cards get back into the right places, for pupils are proud of their ability to correct filing errors.

The dictionary box, labelled "Words For Our Stories," provides a self-help device, and it leads naturally into the third-grade dictionary drill.

—Irma Dovey

CURRENT EVENTS SCRAPBOOK

We found a simple yet effective way to keep up a current events scrapbook which, as every teacher knows, is one of the handiest references that a class can have.

Each day the boys and girls bring in clippings from newspapers and magazines—pictures, news stories, feature articles, etc.

These clippings are mounted (we have a committee which takes care of this) and are put up on the bulletin board for the whole class to see and discuss.

At the end of the week, or oftener if it is necessary, the committee takes the articles and pictures from the bulletin board and pastes them in a large scrapbook. In this way our current events scrapbook is up-to-date.

—Luella Feil

MAKING CANDLES

Making candles is lots of fun for the children and not at all difficult.

Begin by collecting all the old odds and ends of candles, wax crayons, paraffin, beeswax, ends of lipstick, and bits of mutton fat if it can be obtained.



There are several things which can be used for molds—the pasteboard roll on which bathroom tissue is rolled, the same rolls on which wax paper or paper towels come can also be used. Cut the rolls the desired length.

The candlewick or heavy cord should be cut several inches longer than the mold.

Then, punch a hole in the middle of a bottle cap. Run an end of the candlewick

through the hole and tie a knot in the wick. The bottle cap serves as a weight to hold the wick in place.

Drop the cap down the mold. Wrap the other end of the wick around the middle of a matchstick or nail and lay the matchstick or nail across the top of the mold. Be sure that the wick hangs taut and down the center of the mold. Set the molds on heavy cardboard so that wax will not run out the end.

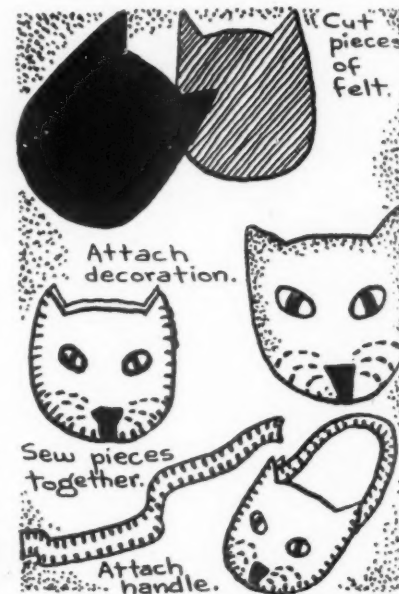
While the molds and wick are being prepared the paraffin, candles, wax, and other ingredients which you have can be melting in an old coffeepot or some other vessel that has a good pouring lip. Be sure to stand the vessel in which you are melting the mixture in a pan of hot water; do not melt it directly over the flame.

When the wax is melted pour it into the molds. A bit of perfume is nice to add at the last minute.

—Blainie Goodman

A NOVEL PURSE

Old felt has many uses, one of which is attractive purses for little girls to make.



The felt should be about 5" x 5", or more if desired. Cut the felt—2 pieces on the same pattern—into a desired shape. This shape might be a heart, the face of a cat, a simple flower figure, a triangle, and so on.

Any decoration, such as eyes and whiskers for a cat, additional designs on a triangle, or whatever should be cut of contrasting colors of felt and sewed on. They may be sewed with the simple blanket stitch.

Then the front and the back of the purse are sewed together, again using the blanket stitch around the edge.

A long strip of felt should be bound then sewed to the inside of the purse on each side. This serves as the purse handle.

Instead of a regular purse the children might prefer to make pencil- and penholders, or small change purses might be made (add a snap at the top for closing it).

—Barbara Allred

LETTERS

(Continued from page 1)

Dear Editor:

I have noticed your recent discussions about outline pictures. For several years I have followed the precept as you stated: "However crude, children's original drawings are to be preferred . . ."

I still believe in it as far as art class is concerned.

However, through actual experience I have learned that outline pictures are of distinct benefit when used as seatwork, especially when we have such a large group of pupils that individual supervision of all seatwork is impossible.

I use outline pictures for primary spelling—the picture of a book and the word book are thus photographed on the child's mind. Later when he sees a book he thinks "b-o-o-k."

Of even more value are outline pictures in language work. Instead of saying: "Write a story about a boy and a dog," I use mimeographed pictures and say, "Write a story about the picture."

True, the art work is not original, but the improvement in composition is often really noteworthy.

And permission to color the pictures as a seatwork activity surely does no harm.

I have found, too, that after coloring several outline pictures, of birds for instance, the children's individual efforts to draw birds are often greatly improved. It also teaches them to "fill the space!"

A.R.B., California

Thank you very much for your letter. We always like to have teachers tell us their experiences with presenting material to their classes.

We should like, also, to invite other teachers to write to us on this controversial subject of outline pictures!

Dear Editor:

I have a high second and low third grade. I have access to several wall-paper sample books and would appreciate any suggestions about their possible uses in the classroom. Thank you.

L. S., California

First of all, these samples of wall-paper might be used to back cutout designs. For example, if there are sheets of green or sheets with green in them, these may be used to back a cut-out design for Saint Patrick's Day. Those with red or pink can be used to

(Continued on inside back cover)

SEWING

(Continued from page 38)

learned and the development of a creative leisuretime activity, there are many appreciations that the children can become aware of through this study.

They can learn about sewing before the invention of the sewing machine, and appreciate the making of the elaborate clothing worn for example in the Middle Ages.

They can learn about the wonderful articles made by the European peasants. Sewing and embroidery works as developed by the Chinese, the Japanese, and many other peoples of the world.

Learning how beautiful clothes are made today is another important appreciation through which, incidentally, they may begin to learn how to pick out well-made articles of clothing.

INTRODUCING BOOKS FOR READING

(Continued from page 35)

ities. The subject matter should include those things with which children are familiar as well as stories about things which will develop the children's imaginations and bring the "great, wide, beautiful, wonderful world" closer.

Poetry and verse should not be overlooked. Care must be exercised in choosing verse books, however. Until children have had more experience with books, large books of verse must wait. At five-and-ten-cent stores there frequently are small books of standard verse containing not too many poems. The teacher might read others, from more comprehensive volumes, to the children.

Books of a practical nature should be included, too. Books about animals, the farm, trees, flowers, and other things usually studied in early grades should have a place on the library shelves.

The acquisition of these books need not involve large expenditures. Several publishers now have on the market excellent books for 25c each. These, together with ten-cent-store books and books made by the children, may form the basic collection. A little later on this may be supplemented with hard-bound volumes from reading circles and the like. It may also be that older children will contribute their books—now outgrown, so to speak—to the library in the primary grades.

If teachers wish it, we shall be glad to send a list of books suitable for use with beginning readers. Merely address requests to the Editor.



"ZIPPER" SET

"PERSONAL" Name engraved in gold on all articles as shown. Genuine leather pencil case with handy zipper top. Complete with six pencils, one ruler, one penholder. Case and pencils with name in gold. All pencils are full 7" long, No. 2 medium lead, highly polished with gilt tip and best quality rubber eraser.

81.50 per set

4 sets for \$5.00

Junior ARTS & ACTIVITIES, 538 S. Clark St., Chicago 5, Ill.

Please ship....."Zipper" Sets per following instructions.

.....Sets imprinted..... letter name carefully—do not write

.....Sets imprinted.....

.....Sets imprinted.....

Attach orders for additional sets with correct names on separate sheet.

I enclose.....in full payment.

Name

Address

City..... Zone..... State.....

YOUR BOOKSHELF



One of the most intriguing crafts we know of is the comparatively new one of working with plastics. And Joseph Leeming's book *Fun With Plastics* should rouse any craft enthusiast as well as many of those who are not.

According to Mr. Leeming, working with plastics is easy, inexpensive, and exceptionally rewarding. Who could ask more from a craft?

It is easy because, as he explains, plastic materials are very easy to work with. He says:

"If you can use ordinary woodworking tools and can cut out simple shapes with a scroll saw, as children and grownups alike have done for years with thin wood or plywood, you have all the skill that is needed to make plastic articles that will possess really amazing beauty."

Plastics can be bought in odd lots by which they are less expensive than when they are bought in new sheets or rolls. A full explanation of this is given by Mr. Leeming.

The reason that working with plastics is an exceptionally rewarding craft activity is that because with just a slight amount of work one is able to produce objects of exceptional beauty and design.

A great number of things to be made from plastic are given along with instructions as to how they might be cut out and put together.

To give you an idea of what might be made there are: letter openers, paperweights, ash trays, flower vases, dress ornaments, initial tags, cigarette boxes, trays, napkin rings, salt and pepper shakers, pendants, lapel decorations—even puzzles in plastic! And these are only a few of the things which are suggested in the book.

For home or classroom or school library use we heartily recommend *Fun With Plastics*.

(J. B. Lippincott Company, Pub-

lishers, East Washington Square, Philadelphia, Pennsylvania—\$2.00)

A wonderful "just before bed" kind of book is *Deep Wood* by Elleston Trevor.

Deep Wood tells the story of a group of small animals—Old Stripe, a badger; Scruff Fox; Potter-the-Otter; Skip, a squirrel; Woo, an owl; Old Candles, an itinerant hedgehog; Mr. and Mrs. Nibble, rabbits, of course; and others.

A sense of deep peace and comfort is imparted as the story of their day-to-day lives is told. A shop is opened, a new pipe is made, a secret room is discovered in Old Stripe's mansion, the old mill is explored, and many other homey events occur. This is the book's chief charm, that it is a book that speaks of the security and warmth of a real home. This is no precious fantasy about animals who talk; it is a living, breathing story; humorous, too, as such a story must be.

This is the kind of book that children love to have read to them, and the quiet charm of it should capture the "readers to" as well.

We might add, that the end papers are a large map of *Deep Wood* with the homes of all its inhabitants marked.

(Longmans, Green and Co., Inc., 55 Fifth Avenue, New York—\$2.50)

With Puppet Mimes and Shadows by Margaret K. Soifer is an excellent little book that teachers—those especially concerned with dramatic play and those who are concerned with it only "seasonally"—will find highly valuable.

Folk literature and its use by children in dramatic play is the concern of the author. She does a fine job of showing how plays for puppets, pantomimes, pageants, ballets, tableaux, and shadows can be created by the children from our great heritage of folk lore.

Her explanations are lucid and direct. None of the activities is too elaborate in either cost or time to be usable in

an ordinary classroom. Further, the author shows how teacher and children can adapt the material she has given for their particular classroom situation and needs, and how they can utilize their own community lore in dramatics.

Another thing that is especially helpful is the bibliography which Miss Soifer has given. Books on folk literature (along with music), books about dramatic media and technique, and even a list of organizations which have published folk literature are given.

(The Furrow Press, 115 Eastern Parkway, Brooklyn, New York—\$2.00)

Boys, girls, and their teachers, too, will welcome *Argosies of Empire* by Ralph E. Bailey to history courses.

This book tells the story of "The Adventures of Great Sea Captains of Trade, 1200 B.C. to 1500 A.D."

As Mr. Bailey says in his foreword:

"To the trader who also was a fighter and a sailor, rather than to the military conqueror goes a heavy share of credit for extending civilization in every age."

In telling the story Mr. Bailey has not spared the color and danger and wild excitement of those far-gone days. The book begins with the adventures of Rab Ithobal of Tyre, lord of Phoenicia, who discovered the Tin Islands, and continues down through the Fugger brothers of Augsburg. We cannot vouch for the historical accuracy of the author but we presume the facts to have been carefully checked.

The book jacket tells us that this is the first of a series of books by the same author, bringing the story of trade up-to-date. We hope that the following volumes are as robustly colorful as *Argosies of Empire*.

(E. P. Dutton and Co., Inc., 300 Fourth Avenue, New York 10—\$2.75)

Lois I. Clifford, Occupational Director of the West Pennsylvania School for
(Continued on inside back cover)

FREE AND INEXPENSIVE MATERIALS

The pamphlets and other materials listed below may be just what you have been looking for. To facilitate your ordering these items we have prepared an order blank (see below). Use this to indicate the desired materials. Send the order blank to us and we shall forward your requests to the proper publishers.

On pages 11, 12, and 13 of this issue there is a unit on chocolate and cocoa. In line with reference material necessary for the greatest use of the subject-matter presentation, we suggest Hershey's Educational Wall Chart. This chart is very large—38" x 40". It is done in full color and explains the steps in growing cacao and manufacturing cocoa and chocolate products. Included also are factual data: the history of the use of this valuable food product and something concerning the geography of the countries where cacao is grown.

It can be folded for easy filing.

Even if the class is not going to carry out a unit on chocolate and cocoa,

the chart will be useful in geography studies—of South America and Africa particularly.

Teachers, principals, and superintendents may request copies of this wall chart, which will be sent without charge. Address: Educational Department, Hershey Chocolate Corp., Hershey, Pa.

Three pamphlets useful in geography and history of the United States have been made available by the United States Department of the Interior, National Park Service. They are *George Washington Birthplace National Monument* (Virginia), *Fort Raleigh National Historic Site* (North Carolina), and *Fort McHenry National Monument and Historic Shrine* (Maryland). These pamphlets deal with three phases of our history: early settlement, the colonial period, and final achievement of national integrity as brought about by the War of 1812.

Each pamphlet contains, in addition to a map of the area, reproductions of

photographs and portraits. Incidentally, most of the photographic reproductions are of historic relics, documents, and the like.

While the children will enjoy the pictures—particularly the portraits showing costumes of former times—the excellent text may be difficult for all but the best readers in the upper grades. Therefore, we suggest that the teacher make notes from these pamphlets and include them in her subject-matter presentation.

Copies of these pamphlets may be obtained free of charge from the National Park Service, U. S. Department of the Interior, Chicago 54, Ill.

The Children's Reading Service, which has published an excellent catalogue: 1947-48 *Annotated List of Books For Supplementary Reading* for the kindergarten through grade 9, is devoted to supplying books for children to schools and libraries. Their catalogue

(Continued on inside back cover)

The GRAB BAG

FREE and INEXPENSIVE MATERIALS

ORDER THESE
FOR HELPFUL
INFORMATION

- | | | | |
|------|--|---|---|
| J201 | FREE. Wall Chart. Large—38"x40" chart in full color. Explains the steps in growing cacao and manufacturing cocoa and chocolate products. | Pamphlet containing map of area, photographs, text. | |
| J202 | FREE. <i>George Washington Birthplace</i> . Pamphlets useful in geography and history. Map of area, photographs, text. | J205 | FREE. 1947-1948 <i>Annotated List of Books for Supplementary Reading</i> . List for kindergarten through grade 9. Each book fully noted. |
| J203 | FREE. <i>Fort Raleigh National Historic Site</i> . Pamphlet containing map of area, photographs, text. | J206 | (35c). <i>Typical Indian Dwellings of the U. S.</i> Excellent map of U. S. Large, showing the homes of 21 types of Indians. |
| J204 | FREE. <i>Fort McHenry National Monument</i> . | J207 | (10c). <i>Health Education for the Elementary School</i> . Compilation of a series of articles discussing general health program and suggestions for its development. |

This feature has been inaugurated as a special help to our subscribers. We regret that we shall not be able to honor charge orders. CASH MUST ACCOMPANY ALL ORDERS.

ORDER BLANK — PLEASE REFER TO THE NUMBERS AS GIVEN ABOVE

Junior ARTS & ACTIVITIES
538 S. CLARK ST., CHICAGO 5, ILL.

We cannot honor this coupon after March 31, 1948

Please send me one (1) copy of each of the pamphlets which I have checked below. I enclose \$..... to cover the cost of those items which require payment.

☐ J201 (Free), ☐ J202 (Free), ☐ J203 (Free), ☐ J204 (Free), ☐ J205 (Free), ☐ J206 (35c), ☐ J207 (10c).

Name

I am particularly interested in material on the following subjects:

Address

City Zone State

PLEASE SEND THIS ORDER BLANK IN A SEPARATE ENVELOPE. DO NOT COMBINE IT WITH ORDERS FOR OTHER ITEMS.

AUDIO-VISUAL AIDS

(Continued from page 41)

merely to occupy space because the children will become accustomed to seeing them and will not use them to greatest advantage. A chart might be posted before the study commences, then taken down with the promise that it will again be placed on display when the children need it to study specific facts.

At that time, teacher and children should go over the chart point by point as a supplement to their research. It will do little good to go over the chart unless the children have some previous background. The chart is to be used as an aid to understanding and to memory not as a substitute for subject-matter presentation or previous study. With the chart, the children should be able to see more clearly and easily the integration of the facts learned.

Finally, since we know that facts as facts mean nothing, charts should be used to make the facts vital and an integral part of the children's learning experience.

BOOKSHELF

(Continued from page 47)

the Blind in Pittsburgh, has written *Card Weaving*, which arts and crafts teachers should find useful.

The book is well diagramed and the explanations of the craft which Miss Clifford gives are clear and concise.

There is also a section on how to go about doing original work in card weaving for those who are very creatively inclined.

(The Manual Arts Press, Peoria, Illinois—\$1.75)

JUNIOR LITERARY GUILD

The Junior Literary Guild Selections for January are: *McElligot's Pool* by Dr. Seuss (boys and girls, 6-8); *Tales of a Korean Grandmother* by Frances Carpenter (boys and girls, 9-11); *Shoe-string Theater* by Nancy Hartwell (girls, 12-16); *Rocket Ship Galileo* by Robert A. Heinlein (boys, 12-16).

RENEW NOW!

Insure continuous service.

Send all renewal orders to: Subscription Department, Junior Arts and Activities, 538 S. Clark St., Chicago 5, Ill.

ONLY \$4.00 per year
(10 consecutive issues)

FREE AND INEXPENSIVE MATERIALS

(Continued from page 48)

has the advantage of listing the books of many publishers, books which are currently in print, and covering many subjects. Beginning with aviation, the catalogue contains books of biography, careers, fine arts, Indians and cowboys, other lands, religion, science, social science, sports, things to do, stories (divided into three groupings: kindergarten through grade 3, grade 4 through 6, and grades 7 through 9, with an additional list for "over-age" readers).

The list for "over-age" readers is particularly interesting since it contains material on fifth- and sixth-grade interest level but on third- and fourth-grade reading level.

Each book is noted with its author and illustrator, publisher, grade level, price, and subject matter.

Copies of this catalogue may be obtained from Children's Reading Service, 106 Beekman St., New York 7, N. Y. There is no charge.

Beginning on page 6 of this issue and continuing through page 11 there is a unit on shelter for the primary grades. As a part of that unit, homes of other children are discussed. The Southwest Museum has published a fine map of the United States on which are drawn, in their approximate geographical locations, the homes of 21 types of Indians. The map is called "Typical Indian Dwellings of the United States." It is large and printed on heavy paper. The drawings are black and white and, while each individual home is not shown in very large dimensions, they can be clearly differentiated and points of interest in each home noticed by even the smallest children.

Copies of this map are 35c each. Write to the Southwest Museum, Highland Park, Los Angeles 42, Calif.

Health Education For the Elementary School by Helen M. Manley is a compilation of a series of articles which first appeared in *School Life*, the official organ of the United States Office of Education. This pamphlet discusses the general health program and gives specific suggestions for the development of a comprehensive and enjoyable feature of the curriculum.

This pamphlet is for sale by the Superintendent of Documents, Washington 25, D. C. The price is 10c.

HEADQUARTERS for accepted standards in ART SUPPLIES

★ Art publications, drawing equipment, silk screen process supplies and a vast number of other items are ready to meet the need of SCHOOL ROOM and STUDIO. The new Favor School Paste, of unusually fine quality, is available.

FAVOR, RUHL & CO., INC.

Dept. JA1, 423 S. Wabash Ave., Chicago 5, Ill.

HANDICRAFT MATERIALS

Soft Copper for metal tapping, metal modeling.

Gypsy Dyes and Craft Colors.

Stencils and Colors for Textile Painting.

Plastics Materials, patterns and instructions.

Sequins, Beads, Plastics, Pearl Pops, and Sea Shells for making costume jewelry.

Colored Sand for sand painting.

Complete Line of
DIPLOMAS
CERTIFICATES . . . AWARDS
SCHOOL RECORDS & FORMS

SCHOOLCRAFT COMPANY

220 Gateway Bldg. Minneapolis, Minn.
620 Fifth Ave. Valley City, N. Dak.

LETTERS

(Continued from page 46)

back Valentine designs or to make hearts and so on for pasting on Valentine cards.

Such colorful paper may also be used to decorate boxes. Cut out the designs, paste them on the boxes, and then shellac over them in order to preserve them.

This paper may also be used on notebook covers. Usually it is sturdy paper and when pasted over a cardboard notebook cover it wears better than does regular drawing paper.

As you begin working with this paper you and your children will undoubtedly find additional uses for it.

Special Combinations with

Junior ARTS & ACTIVITIES

There is a real saving for you when you order *Junior Arts and Activities* at one of the special combination or club rates!

If you order one of the special combination offers, you may also order some of the magazines listed in the clubbing offers. You pay the club rate (column 2 below). You may also order *Junior Arts and Activities* with more than one of the special-combination magazines. You pay \$3.50 for *Junior Arts and Activities* (regular price, \$4.00) and \$2.75 for each of the special combination magazines (regular price, \$3.00 each).

Send your order in to us TODAY!

REMEMBER! It takes time for our office staff and for the clerical departments of other magazines to process your orders before you can begin to receive your copies. Please allow us at least three weeks to get your name on our list. If your subscription expires with this issue, send your renewal in immediately so that you will receive your February issue promptly. If you have never had your own personal copy, send your order immediately so that service can begin as soon as possible.

SPECIAL COMBINATIONS

Junior ARTS & ACTIVITIES.....\$4.00
The Grade Teacher.....3.00
Special combination price.....6.25

Junior ARTS & ACTIVITIES.....\$4.00
The Instructor.....3.00
Special combination price.....6.25

Junior ARTS & ACTIVITIES.....\$4.00
American Childhood.....3.00
Special combination price.....6.25

CLUB COMBINATIONS

	Price Alone	Club Rate	Price with Junior Arts
Child Life	\$3.00	none	\$7.00
Children's Activities	3.00	3.00	6.50
Children's Play Mate.....	1.50	1.40	4.90
Jack and Jill.....	2.50	none	6.50
Nature Magazine	4.00	4.00	7.50
Newsweek (Teachers only—give name of school)	4.50	none	8.50
Reader's Digest	3.00	none	7.00
School Arts Magazine.....	4.00	3.80	7.30
Story Parade	3.00	3.00	7.50
Wee Wisdom	1.00	1.00	4.50

Junior ARTS & ACTIVITIES

J48

538 South Clark Street

Chicago 5, Illinois

☐ New

☐ Renewal

☐ Please send me *Junior ARTS & ACTIVITIES* for 1 year (10 consecutive issues beginning with the current number), \$4.00. (Add 25c per year for Canadian subscriptions; 50c for those from other foreign countries.)

☐ Please send me *Junior ARTS & ACTIVITIES* in combination with the following magazines.....

I enclose \$.....

Name Address

City Zone State

